

A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS'  
PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF  
FRENCH IMMERSION PROGRAMMING

A Dissertation submitted to the College of Graduate Studies and Research in Partial

Fulfillment of the Requirements

for the Degree of Doctor of Philosophy

in the Department of Educational Administration

University of Saskatchewan

Saskatoon

By

Maryam Madani Larijani

© Copyright Maryam Madani Larijani, March, 2017. All rights reserved.

## **PERMISSION TO USE**

In presenting this dissertation in partial fulfillment of the requirements for a Postgraduate degree from the University of Saskatchewan, I agree that the Libraries of this University may make it freely available for inspection. I further agree that permission for copying of this thesis/dissertation in any manner, in whole or in part, for scholarly purposes may be granted by the professor or professors who supervised my dissertation work or, in their absence, by the Head of the Department or the Dean of the College in which my thesis work was done. It is understood that any copying or publication or use of this dissertation or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of Saskatchewan in any scholarly use which may be made of any material in my dissertation.

Requests for permission to copy or to make other uses of materials in this dissertation in whole or part should be addressed to:

Head of the Department of Educational Administration  
University of Saskatchewan  
28 Campus Drive  
Saskatoon, Saskatchewan S7N 0X1 Canada

## **ABSTRACT**

The purpose of this study was to explore the perceptions of Grade 8 stakeholders (students, parents, teachers, and principals) related to the intention and implementation of French immersion programming in three elementary schools in two urban publicly funded school divisions in Saskatchewan. The challenges regarding student retention and decline in the enrolment rate in spite of large governmental investment in the French immersion programming have raised demands for more accountability and investigation.

Using pragmatism as a philosophical base, I determined that a mixed-methods research methodology would provide the most fully informed answers to the research questions. A sequential explanatory research design was selected, wherein the first phase of the study was primarily quantitative, followed by a qualitative second phase. Utilizing a case study design, data regarding French immersion policy and practice in schools were collected by administering online Likert-scale questionnaires to principals, teachers, students, and parents in order to elicit their perceptions regarding their satisfaction with French immersion programming. In the final phase, individual interviews were conducted with principals and teachers to gain a better understanding of the actual practice and everyday decisions at-play in the implementation of French language policy. Contemporaneously, focus group interviews with Grade 8 students and individual interviews with parents were undertaken to explore their experiences regarding the context in which the French immersion program was implemented and practiced.

Findings of this research study regarding the stakeholders' perceptions and suggestions on the language policy practiced in their schools provided essential feedback for an evaluation of French immersion programming, and inform policy makers of French immersion programs' effectiveness. This study could also serve as a guide for future research in this area.

## **ACKNOWLEDGMENTS**

I would like to thank my supervisor, Dr. David Burgess, for his guidance and support in the completion of my dissertation. His constructive advice improved my work greatly, and his encouragement helped me to proceed in spite of many challenges.

Next, I would like to thank my co-supervisor Dr. Richard Julien for all his support in inspiring me and encouraging my quest for learning and the many insightful recommendations.

I would like to thank my Advisory Committee beginning with Dr. M. Koole, Dr. P. Newton, Dr. M. Prytula, and Dr. V. Squires. Their critical comments enriched my dissertation, and their continued guidance contributed to the quality of my document and fruition of my research. Thanks to Dr. Roy for serving as my external examiner and for all of your feedback.

I would also like to express my gratitude for the support I received during my studies from the staff at the Department of Educational Administration, Katrina Hutchence and Jennifer Martin.

Finally, I would like to acknowledge the two school divisions for granting me permission to conduct my research study. Thank-you to all participants for their willingness in sharing their time and ideas, without which this study would not have been possible. The principals' dedication to this research study was evident by taking the time to organize data collection in their schools. The contribution of all participants, based on their experiences with French immersion programming at schools, have made my study far richer.

To my cohort: Lucille and Jeff, I would not have wanted to have experienced this journey without you. I truly learned from each of you about education and life.



## **DEDICATION**

I dedicate this dissertation to my mother, who always provided support and made this pursuit possible. I couldn't have done it without you, thank-you.

To my brother, who not only watched me make sacrifices to do this work but also made them with me. Thank-you!

## TABLE OF CONTENTS

PERMISSION TO USE.....	i
ABSTRACT.....	ii
ACKNOWLEDGMENTS.....	iii
DEDICATION .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	xv
LIST OF FIGURES .....	xvii
CHAPTER ONE .....	1
INTRODUCTION TO THE DISSERTATION .....	1
Historical Background .....	4
Researcher's Background .....	7
Personal Position .....	8
Background to the Problem .....	9
Purpose of this Research and Guiding Questions.....	10
Delimitations of the Study .....	13
Limitations.....	15
Definitions.....	17
Summary.....	18
Organization of the Dissertation.....	19

<b>CHAPTER TWO .....</b>	<b>21</b>
<b>LITERATURE REVIEW .....</b>	<b>21</b>
<b>Language Policy and Planning .....</b>	<b>23</b>
<b>Three Phases of Development of Language Policy and Planning .....</b>	<b>26</b>
<b>Frameworks of LPP Research .....</b>	<b>29</b>
<b>Language Politics and Planning in Canada.....</b>	<b>33</b>
<b>Language Policy in Saskatchewan.....</b>	<b>35</b>
<b>Education Policy for Saskatchewan .....</b>	<b>37</b>
<b>Curriculum .....</b>	<b>38</b>
<b>Specialized Schools and Language Education.....</b>	<b>41</b>
<b>French Second Language Programs in Canada.....</b>	<b>42</b>
<b>Core French .....</b>	<b>43</b>
<b>Extended French .....</b>	<b>43</b>
<b>Intensive French.....</b>	<b>44</b>
<b>French Immersion in Canada .....</b>	<b>44</b>
<b>French Immersion Education in Saskatchewan .....</b>	<b>46</b>
<b>Goals of French Immersion Program in Saskatchewan.....</b>	<b>49</b>
The learning process in French Immersion.....	50
Listening and speaking skills.....	50
French language reading and writing skills. ....	51
<b>Foundations of the French Immersion Approach .....</b>	<b>52</b>
French as the medium of instruction.....	52

French as the subject of instruction. ....	52
<b>Important Pedagogical Implications .....</b>	<b>54</b>
Context and school environment. ....	54
Language and culture.....	55
<b>French Immersion School Environment.....</b>	<b>55</b>
Immersion school.....	55
Immersion center or single-track school.....	56
Dual-track school. ....	56
<b>Implementation of a French Immersion Program.....</b>	<b>56</b>
<b>Support for French Second Language Programs .....</b>	<b>59</b>
<b>The Saskatchewan Curriculum for French as a Second Language at the Elementary Level</b> <b>.....</b>	<b>63</b>
<b>Major Educational Orientations .....</b>	<b>64</b>
To develop learning engagement. ....	65
To develop personal and communal identity. ....	65
To develop the sense of being engaged citizens. ....	66
<b>Planning Student Programs .....</b>	<b>66</b>
<b>Assessment and Evaluation.....</b>	<b>67</b>
<b>Strands in the French Immersion Curriculum .....</b>	<b>68</b>
Oral communication.....	68
Reading. ....	69
Writing. ....	71
The value of learning French and appreciating francophone culture. ....	72

<b>French Immersion for Exceptional Students .....</b>	<b>73</b>
<b>Guba's Domain Model.....</b>	<b>75</b>
<b>Summary.....</b>	<b>77</b>
<b>CHAPTER THREE .....</b>	<b>78</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>78</b>
<b>Purpose and Researcher's Orientation .....</b>	<b>78</b>
<b>Policy Analysis.....</b>	<b>79</b>
<b>Case Study .....</b>	<b>81</b>
<b>Pragmatism as the Philosophical Partner for Mixed Methods Research.....</b>	<b>84</b>
<b>Methods.....</b>	<b>86</b>
<b>Data Collection .....</b>	<b>89</b>
<b>The Domains Model.....</b>	<b>90</b>
<b>Policy-in-Intent.....</b>	<b>91</b>
Document overview procedures. ....	91
<b>Policy-in-Implementation.....</b>	<b>91</b>
Sources of data collection. ....	92
Data collection instruments and procedures. ....	92
Data analysis. ....	93
Validity and reliability of questionnaire. ....	95
<b>Policy-in-Experience .....</b>	<b>96</b>
Data collection procedures and instruments. ....	97

<b>Coding in Qualitative Research .....</b>	<b>98</b>
<b>Trustworthiness .....</b>	<b>99</b>
<b>Integration of Findings.....</b>	<b>101</b>
<b>Stakeholders’ Satisfaction .....</b>	<b>103</b>
<b>Stakeholders’ Satisfaction Definition .....</b>	<b>104</b>
<b>Satisfaction Assessment and Student Retention .....</b>	<b>105</b>
<b>Satisfaction Measurement Methodology and the Student Satisfaction Questionnaire</b>	
<b>Instrument .....</b>	<b>107</b>
The SSI reliability and validity.....	109
<b>Teachers’ and Principals’ Satisfaction Questionnaire (IPS) .....</b>	<b>110</b>
<b>Parents’ Satisfaction Questionnaire (PSI).....</b>	<b>110</b>
<b>Administration of Questionnaires .....</b>	<b>111</b>
<b>Scales .....</b>	<b>112</b>
School staff and teachers effectiveness (12 items). .....	112
Academic services (5 items). .....	112
School resources and facilities (4 items). .....	112
School climate (9 items). .....	112
School support services (4 items). .....	113
Concern for the individual (4 items).....	113
Instructional effectiveness (7 items). .....	113
Safety and security (2 items).....	113
Student centeredness (2 items).....	114

<b>Questionnaire Format .....</b>	<b>114</b>
<b>Examples of Adapted Questionnaire Use .....</b>	<b>116</b>
<b>Summary.....</b>	<b>117</b>
<b>CHAPTER FOUR.....</b>	<b>118</b>
<b>PRESENTATION OF DATA .....</b>	<b>118</b>
<b>Method .....</b>	<b>120</b>
<b>Population and Sample.....</b>	<b>120</b>
<b>Instrumentation and Measures.....</b>	<b>122</b>
Student Satisfaction Inventory (SSI). ....	122
<b>Analysis of Satisfaction Instruments for Students.....</b>	<b>124</b>
The use of performance gaps in understanding student satisfaction.....	125
Strengths. ....	125
Challenges or areas for consideration. ....	131
Student scale report.....	135
Summary items for students.....	137
<b>Data Summary .....</b>	<b>138</b>
<b>Analysis of Satisfaction Instruments for Teachers and Principals .....</b>	<b>140</b>
Strengths. ....	141
Areas for consideration by teachers and principals. ....	142
Teacher and principal scale report. ....	149
Items without scale importance scores. ....	151
Summary items for teachers and principals. ....	154
<b>Data Summary .....</b>	<b>156</b>

<b>Analysis of Satisfaction Instruments for Parents or Guardians.....</b>	<b>157</b>
Strengths. ....	158
Areas for consideration by parents. ....	160
Parent scale report.....	166
Enrolment factors for parents.....	169
Summary items for Parents. ....	170
<b>Data Summary .....</b>	<b>171</b>
<b>Chapter Summary .....</b>	<b>172</b>
<b>CHAPTER FIVE .....</b>	<b>174</b>
<b>PRESENTATION OF DATA .....</b>	<b>174</b>
<b>Principals' Perceptions.....</b>	<b>176</b>
Initial principal impressions of the quantitative data shown: different but not surprising. .....	177
Principal perceptions regarding improvement of French immersion programming: short and long term planning. ....	188
<b>Principals' Data Summary.....</b>	<b>191</b>
<b>Teachers' Perceptions.....</b>	<b>191</b>
Initial teacher impressions of the quantitative data shown: interesting and surprising, but not very different.....	192
Teacher perceptions regarding improvement of French immersion programming: short and long term planning. ....	200
<b>Teachers' Data Summary.....</b>	<b>204</b>
<b>Students' Perceptions .....</b>	<b>204</b>



School safety and security. ....	204
The quality of instruction. ....	206
Fairness of student discipline. ....	207
Enough English language instruction. ....	209
Principal and teacher effectiveness. ....	213
Teachers' consideration of student differences. ....	214
Reasonable and fair school rules. ....	217
<b>Students' Data Summary</b> .....	<b>219</b>
<b>Parents' Perceptions</b> .....	<b>219</b>
Initial parent impressions of the quantitative data shown: different, but not surprising. .....	220
<b>Parents' Data Summary</b> .....	<b>227</b>
<b>CHAPTER SIX</b> .....	<b>228</b>
<b>DISCUSSION, CONSIDERATION, AND IMPLICATION</b> .....	<b>228</b>
<b>Introduction</b> .....	<b>228</b>
<b>Summary of Methodology</b> .....	<b>230</b>
<b>Discussion</b> .....	<b>233</b>
Discussion of the theoretical framework. ....	233
Discussion of school strengths and challenges. ....	234
<b>Discussion of Individual and Focus Group Interviews</b> .....	<b>240</b>
Discussion with principals. ....	241
Discussion with teachers. ....	242
Discussion with parents. ....	244

Discussion with students .....	245
Main findings .....	246
<b>Considerations.....</b>	<b>249</b>
Considerations for future studies. ....	254
Limitations. ....	255
<b>Misalignment of the Three Policy Levels.....</b>	<b>256</b>
<b>Implications for Theory and Practice .....</b>	<b>259</b>
<b>Implications for Education .....</b>	<b>262</b>
<b>Summary.....</b>	<b>263</b>
<i>References .....</i>	<i>265</i>
<b>Appendix A: SSI.....</b>	<b>300</b>
<b>Appendix B: IPS.....</b>	<b>302</b>
<b>Appendix C: PSI .....</b>	<b>305</b>
<b>Appendix D .....</b>	<b>308</b>
<b>Letter of Assent to Students for Questionnaire.....</b>	<b>308</b>
<b>Appendix E .....</b>	<b>311</b>
<b>Letter of Assent to Students for Focus Group Interviews.....</b>	<b>311</b>
<b>Appendix F .....</b>	<b>315</b>
<b>Letter of Consent to Teachers/Principals/Parents .....</b>	<b>315</b>
<b>Appendix G.....</b>	<b>318</b>
<b>Letter of Consent to Teachers/Principals .....</b>	<b>318</b>

<b>Appendix H.....</b>	<b>322</b>
<b>Letter of Consent from Parents/Guardians.....</b>	<b>322</b>
<b>Appendix I .....</b>	<b>327</b>
<b>Letter of Consent to Parents/Guardians.....</b>	<b>327</b>
<b>Appendix J .....</b>	<b>331</b>
<b>Transcript Release Form.....</b>	<b>331</b>
<b>Appendix K.....</b>	<b>332</b>
<b>Figures and Interview Questions for Principals and Teachers .....</b>	<b>332</b>
<b>Appendix L .....</b>	<b>336</b>
<b>Figures and Questions for Interviews with Parents.....</b>	<b>336</b>
<b>Appendix M .....</b>	<b>340</b>
<b>Questions for Interview with Students.....</b>	<b>340</b>

## LIST OF TABLES

Table 2. 1- McCarty's (2002) Framework for LPP (p.300).....	25
Table 2. 2 – French Language Instructional Time Allocations (Saskatchewan Learning, 2005, p.20). .....	48
Table 2. 3 – Sample Time Allocation in French Immersion Programs (K-Grade 9) (Saskatchewan Learning, 2003, p.7).....	49
Table 2. 5 – Distribution of Teaching Time in Immersion Program (Ministère de l'éducation de la Saskatchewan, 2008).....	64
Table 2.6 – An overview of Assessment and Evaluation in French Programs in Saskatchewan (Ministère de l'éducation de la Saskatchewan, 2008) .....	69
Table 4. 1- Comparison between Noel-Levitz® (2010) and the adapted questionnaire (2016) .....	123
Table 4. 2-Likert Values and Indications for Importance and Satisfaction Scores .....	123
Table 4.3- Student Importance Means .....	126
Table 4.4- Student Satisfaction Means .....	128
Table 4.5- Student Performance Gap Means .....	132
Table 4.6- Scale Importance .....	136
Table 4.7- Mean Scores for Summary Items in SSI Survey .....	138
Table 4.8-Summary Percentage Report for Students.....	139
Table 4.9- Teacher and Principal Importance Means .....	141
Table 4.10- Teacher and Principal Agreement Means.....	143
Table 4.11- Teacher and Principal Performance Gap Means .....	145
Table 4.12- Mean Scores for Items Without Scale Importance Scores .....	152

Table 4.13-Item Percentage Report for Items Without Scale Agreement Scores.....	152
Table 4.14- Importance Mean Scores for Enrolment Factors.....	154
Table 4.15- Mean Scores for Summary Items in IPS Survey .....	155
Table 4.16-Summary Percentage Report for IPS Survey .....	155
Table 4.17- Parent Scale Importance Means .....	158
Table 4.18- Parent Scale Satisfaction Means.....	160
Table 4.19- Parent Performance Gap Means .....	162
Table 4.20- Importance Mean Scores for Enrolment Factors.....	169
Table 4.21- Mean Scores for Summary Items in PSI Survey .....	170
Table 4.22-Summary Percentage Report for PSI Survey .....	170

## LIST OF FIGURES

Figure 2. 1- Major Educational Orientations .....	64
Figure 3. 1 – Study design and procedures visual model in each school.....	102
Figure 3. 2 – Triangulation design in each school: Multilevel Model.....	103
Figure 4. 1 – Conceptual framework .....	119
Figure 4. 2 – Areas of Grade 8 stakeholders’ consensus. ....	120
Figure 4. 3- A matrix for Prioritizing School Action.....	125
Figure 4. 4- Areas for Consideration by Students.....	134
Figure 4. 5- Nine Student Scale Mean Scores .....	137
Figure 4. 6- Areas for Consideration by Teachers and Principals .....	147
Figure 4. 7- Comparing Areas for Consideration Perceived by Students, and Teachers and Principals .....	148
Figure 4. 8- Nine Teacher and Principal Scale Mean Scores .....	150
Figure 4. 9- Comparing Student, and Teacher and Principal Scale Scores .....	151
Figure 4. 10- Areas for Consideration by Parents.....	164
Figure 4. 11- Areas for Consideration by Students and Parents .....	165
Figure 4. 12- Areas for Consideration by Students, Teachers and Principals, and Parents .....	166
Figure 4. 13- Nine Parent Scale Mean Scores .....	167
Figure 4. 14- Comparing Student, Teacher and Principal, and Parent Scale Scores .....	168

## CHAPTER ONE

### INTRODUCTION TO THE DISSERTATION

The unique and diverse system of French immersion education in Canada has been used as a guideline or used as an inspiration for their immersion programs in many countries and jurisdictions including Spain, France, Australia, South Korea, Finland, Hungary, Hawaii (United States), South Africa, Hong Kong (China), Ireland, and Japan (Baker, 2011; Center for Applied Linguistics, 2011; Cummins, 2014b; Dion, 2003; Doyle, 2005; Tedick, Christian, & Fortune, 2011). An impressive and significant list of linguistic, academic, and cognitive benefits have been offered by Canadian French immersion programs over the past 40 years, improving immersion students' French language proficiency and academic achievement (Mannavarayan, 2002; Porter, 1990). The cognitive benefits of the program have provided bilingual Canadian students with heightened mental flexibility and creative thinking skills (Berroir, Ghazi-Saidi, Dash, Adrover-Roig, Benali, & Ansaldo (2016); Lazaruk, 2007). Luo, Craik, Moreno, and Bialystok (2013) conducted a research study comparing younger and older monolingual and bilingual adults' spatial working memory (WM) span tasks, and concluded that the bilingual participants outperformed the monolinguals in spatial WM.

The 1969 Canadian *Official Languages Act*, along with making English and French official languages in Parliament, the federal civil service, and the Canadian judicial system, further strengthened bilingualism and biculturalism in Canada more generally (these aspects are elaborated later in the historical background section). More recently, the *Roadmap for Canada's Official Languages (2013-2018): Education, Immigration, Communities*, a Canadian federal

government action plan, is designed to enhance the status, prestige, and development of the two official languages (see Chapter two). Although the 2013-2018 roadmap follows the underlying objectives of providing support for second-language learning, the ways to approach them have undergone some significant changes. The changes focus on three new priority sectors and provide tools to study, work, and communicate more effectively in both official languages (Canadian Heritage and Official Languages, 2013). French immersion programs are considered as one of the major official French Second Language (FSL) programs for teaching and learning French within this roadmap, and have received the greatest amount of funding in the Canadian school system (Canadian Heritage and Official Languages, 2013).

By 1973, French immersion programs had been established in Montreal, Saskatoon, Regina, Calgary, Ottawa, Toronto, Edmonton, and Vancouver (Canadian Education Association, 1992). According to Canadian Heritage and Official Languages (2013), “Today, over 2.4 million young Canadians across the country are learning their second official language—including over 341,000 in French immersion programs” (p. 5). Statistics Canada (2014) also announced that over the past five years, national enrolments in second language immersion programs increased 17.4 percent. However, regular second language programs saw a 6.1% decline in student numbers over the same period. Since the establishment of immersion programs, policy makers have tried to improve and find effective ways to implement them—considering Canada has enjoyed a great success and strong international reputation as a leader in the area of second language programs, these efforts have mainly served French immersion programs (Cummins, 2014a; Makropoulos, 2005). All provinces in Canada have supported the learning of a second official language, and some positive changes in Canadian provincial policies and practices in language education have emerged as a result of collaborations between



educators, school administrators and university researchers across Canada (Cummins, 2014a). Canadian Bilingual policies have led to a rich and influential research tradition in bilingual and, particularly, immersion approaches in many areas, including language teaching, learning, and assessment (e.g., Burger, Weinberg, & Wesche, 2013; Cummins, 1979; Gardner & Lambert, 1972; Genesee, 1987; Swain, 2000). Despite the fact that it is essential that policy decisions have a stamp of authority, the role of stakeholders and non-governmental organizations in this process should be taken into consideration (Cooper, 1989). Exploring the perceptions, perspectives, and attitudes of stakeholders have historically provided language policy and planning analysts with valuable results (Arnott, 2015; Backman, 2009; Bamgbose, 2004; Biggs & Tang, 2011; Canagrajah, 1999; Fraser & Fox, 2007; Kristmanson, Cogswell, & Campbell, 2003).

There is a paucity of research on principals', teachers', students', and parents' voices and experiences to gain better insight and understanding of how the intended language policies are implemented and attained in French immersion schools (Carr, 2007; Quiring, 2008). Studies on French second language programs have more often focused on curriculum development (Germain, Lightbown, Netten, & Spada, 2004; Kristmanson, Cogswell, & Campbell, 2003; Mady, 2015), student achievement (Hunt, Ashman, & Short, 2016; Germain, Netten, & Movassat, 2004; Germain, Netten, & Seguin, 2004), learning strategies (Kristmanson, 2006), and teaching strategies (Berube, 2016; Cummins, 2014; Llinares, & Lyster, 2014) than the lived realities of students and other stakeholders in French education.

In this research, I carefully examined the perceptions of Grade 8 stakeholders who influence the implementation of French Immersion programs in three elementary schools in two urban publicly funded school divisions in Saskatchewan. In order to explore the attitudes and

practices of stakeholders regarding French immersion programming, and further to provide a better understanding of their crucial role in the implementation and practice of second-language policies in schools, I selected Guba's (1985) *Domains Model*, investigating the actual practices and lived realities of those involved. This approach examined all factors involved in policy-in-intent, policy-in-implementation, and policy-in-experience. My research focused on the domain of policy-in-experience, exploring the perceptions of micro-level stakeholders. I believe that looking at the issues of French immersion programming from a local level provides valuable insights into and potential positive influence on second language education in Canada. The aim of my research, therefore, was to discover constraints, as well as opportunities, that are imposed on teachers, students, and parents by policy statements with respect to the French immersion programming. I investigated the role of macro-level dynamics at the federal and provincial levels in second-language policy, while exploring the perceptions, perspectives, and attitudes of Grade 8 stakeholders pertaining to the intention and implementation of second-language policy at schools.

## **Historical Background**

It is beyond the scope of this research study to analyze the evolution of official language policies from Confederation in 1867 to the present day. At the same time, it remains essential that I provide the reader with a brief historical context of some of the salient events that have contributed to the eventual creation of the *Official Language Act* in 1969 and that have influenced the formation of French immersion policy and programming in Canada to the present day.

Presented in historical reviews by MacMillan, (2003), Stebbins, (2000) and Warren (2003), it has been suggested that bilingualism and language duality in Canada was recognized

as valuable even before Confederation in 1867. British colonization of French communities followed the defeat of New France by the British on the Plains of Abraham in 1759 (Magnet, 1995). As a result of the *Proclamation in 1763*, French institutions governed by civil law and administration were abolished and francophones (French speaking peoples) “were drowned by a flood of English immigration” (pp. 5-6).

George-Etienne Cartier, one of the fathers of Confederation, and John A. Macdonald, who was prime minister at the time of Confederation, supported French Canadian language rights, accommodation of Canada’s francophone population, and equality of the French and the English languages (Moore, 1997). The *British North America Act (BNA Act)* was enacted in 1867 to establish a united nation, announcing the official status of both French and English in parliament and the federal courts. The intention of the *BNA Act* was to eliminate the problems encountered by the American federal union to the south rather than perpetuating cultural diversity, and the intent of Confederation was to strengthen the federal government power (Creighton, 1970).

While there was no declaration that Canada was bilingual or bicultural in the *BNA Act* and education and language rights with respect to the jurisdiction of the federal or provincial governments were not properly defined at the time of Confederation, in early days of Confederation many legal battles arose between Oliver Mowat, the premier of Ontario, and Prime Minister John A. Macdonald. It became legally established that education became the soul domain of the provincial governments (Armstrong, 1981; Creighton, 1970).

The federal *Manitoba Act* of 1870 and the federal *Northwest Territories Act* of 1875 established protection for French language rights of the Manitoban francophone population and those francophones living in the North-West Territories (Morton, 1970). Their francophone

population were primarily Aboriginal (Métis) who sustained themselves through the fur trade with French-speaking communities (Conrad & Finkel, 2008). Nevertheless, official bilingualism, protected by the *Manitoba Act*, was eliminated twenty years later in 1890 from the education system when “the non-franco Canadian immigrant population had surpassed that of the francophones by a ratio of approximately fourteen to one” (Conrad & Finkel, 2002, p. 277). At that time, French was removed from the education system after Grade 3, all government agencies, and the court system in Manitoba (Friesen, 1990). Similarly and at that time, French instruction in the Northwest Territories and Ontario was restricted to one hour a day (Chevrier, 2003). After recognition of Saskatchewan and Alberta as two new provinces in 1905 through respective federal establishing statutes, the use of French was legally restricted to one hour a day in their schools (Julien, 1993; Morton, 1970). It should be noted that in communities that were exclusively French speaking, the reality was that, although the curriculum was in English, the teachers were incapable of delivering their courses in English. Therefore, many of the rural schools functioned in French on a daily basis (Stanley, 1960).

The position of French in Canada following Confederation, as well as the positions of many other minority languages in the early 1900s were eroded when French Canadians, Mennonites, Ukrainians, Germans, and other minorities lost the linguistic protection of their provincial governments as a result of the domination of stronger English Protestant settlements in the area (Conrad & Finkel, 2008; Marchand, 1997). Furthermore, reluctance of French Quebecers to settle in the west played an important role in French becoming a relatively small minority throughout much of Western Canada.

For the better part of the 60 years that followed, francophone communities struggled to assert their status and raise the profile of their linguistic community by settling in Québec and

rejecting mobility (Francis, Jones, & Smith, 2000). After facing many issues with respect to a rapid decline in the birthrate and crisis in church control over educational and health matters in Québec, the so called modernizing and secularizing Quiet Revolution emerged in 1960. In response to events in Québec, in 1963, Lester B. Pearson's federal Liberal government established the *Royal Commission on Bilingualism and Biculturalism* (Francis, Jones, & Smith, 2004). Following Royal Commission recommendations, Prime Minister Pierre Trudeau's succession passed the *Official Language Act* through parliament in 1969, "which made French equal with English throughout the federal government, required that a significant number of existing and newly hired employees be bilingual" (Quiring, 2008, p.16). The French immersion phenomenon emerged in response to the demands of parents across Canada who were motivated to enrol their children in French because of perceived better job opportunities or the important role of mastery of a second language in education, more generally (Dubé, 1993; Hart, Lapkin & Swain, 1998a)

### **Researcher's Background**

I approached this research as an international student who worked as a French teacher in Iranian schools for several years. I completed my graduate degree in French teaching from Islamic Azad University in Tehran. Working as a French language teacher made me aware of the issues that implementing language policy may cause in schools. As a teacher, it seemed natural to me to seek out students' insights related to instructional strategies and curriculum development. Teaching in the Iranian system made me realize that policy making happens at the macro level without considering the perceptions of stakeholders at the micro level.

I think having taught in a different system can add another perspective to my research in Canadian schools, and better shape my understanding of policy implementation in those schools.

As Morris, Leung, Ames, and Lickel (1999) stated, “etic researchers [as outsiders] are more likely to isolate particular components of culture and state hypotheses about their distinct antecedents and consequences” (p. 782). Nonetheless, as an interviewer who tried to develop relationships with participants in Canadian elementary schools to decipher their lived reality, I was more likely to be an *emic researcher* or insider. Furthermore, there was a tendency to integrate my insights with my findings due to my experience working as a French teacher in elementary schools. Therefore, I acknowledge that my experience could impact my perceptions and further my interpretation of the collected data.

### **Personal Position**

Providing readers with an introduction to the researcher is fundamental to comprehend the context of this research study, as my values and beliefs on the research topic and my background are influential in every aspect of the research process. According to Denzin and Lincoln (2000), “[Every] researcher approaches the world with a set of ideas, a framework (theory, ontology) that specifies a set of questions (epistemology) that she or he then examines in specific ways (methodology, analysis)” (p. 18).

Epistemologically, I selected the naturalistic paradigm to understand Grade 8 stakeholders’ perceptions of French immersion programming as they experienced the implemented programs in three elementary schools. A pragmatic philosophy of the origin of the knowledge fit my personal view, where I used both quantitative and qualitative research to explore and explain the perceptions of Grade 8 stakeholders regarding French immersion programming. From the pragmatist worldview, “[it is not possible] to see the world as an absolute unity [...] mixed methods researchers look to many approaches for collecting and analyzing data rather than subscribing to only one way (e.g., quantitative or qualitative)”

(Creswell, 2013, p. 11). Therefore, no single method stood out as being able to answer fully the research questions and to explore the perceptions of three-level French immersion stakeholders with regards to French immersion programming. Rather, collecting descriptive statistics along with conducting individual and focus group interviews helped to gain a complete understanding of all the Grade 8 stakeholders' views of implemented French immersion programming in their schools.

### **Background to the Problem**

Since the *Official Language Act* (1969) was enacted, considerable research has been allocated to second language education funding, programming, and technology in Canada. A variety of French second language programs have been offered in almost all provinces. Nevertheless, only 28% of Canadians know a second language—which may not be French (Canadian Parents for French, 2004). Statistics Canada (2011), in an analysis of the state of bilingualism in Canada indicated that 17.5% of Canadians (5.8 million people) could have a conversation in both English and French—which is an increase of 12.2% since 1961 (Cited in Lepage & Corbeil, 2011). Sadly, evidence suggests that many immersion students lose their French proficiency after graduation, or do not continue their study through to the end of grade 12 (CPF, 2004, p.1). According to Saskatchewan Ministry of Education (2010),

attrition rates for French Immersion students are higher than in the regular program.

However, these students do not leave the school system entirely, but usually transfer to the regular program. Of those students graduating from Grade 12 in 2009-10, only 405 (44%) of the 923 students, who had originally enrolled in French Immersion in Kindergarten, remained in that program. This is an improvement in the retention rate

compared to 37% for the cohort graduating five years earlier, and 28% for those graduating 10 years earlier. (p. 82)

Understanding the role that principals, teachers, parents, and students play towards decisions and actions regarding language use in schools—language policy in general—is important. My own experience suggests that educators need to understand that a mismatch between the micro-level practices and the macro-level decisions can create serious challenges in implementing language policies. Considering factors at both the micro and macro levels, may provide valuable insights into language policy and practice (Backman, 2009). The attitudes, lived realities, and actions of stakeholders at the micro level should ideally be in accord with decisions imposed intending to attain positive results regarding language and culture acquisition. That is to say, resistance or rejection, and acceptance by micro-level stakeholders can directly affect the success or failure of more broadly conceived policies.

Through this research, I sought to understand Grade 8 principals', teachers', students', and parents' perceptions of French immersion programs. Their perceptions and suggestions on the language policy practiced in their schools provided essential feedback on the French immersion policy intentions, and informed policy makers of French immersion programs' effectiveness. It is my hope to share my findings with administrators and policy makers in order to enhance current approaches and to provide insights for future decisions related to language policy, strategies, and practice.

### **Purpose of this Research and Guiding Questions**

The purpose of this study was to explore the perceptions of Grade 8 principals, teachers, students, and parents in three elementary schools in two urban publicly funded school divisions in Saskatchewan in order to provide their feedback and commentaries on the French immersion



policy intentions, and to ascertain the rates of satisfaction with French immersion programming among them. The following questions guided my research.

1. With respect to French immersion policy, how does Guba's (1985) notion of the *policy-in-intention* align with the *policy-in-experience* and *policy-in-implementation* in the context of Grade 8 in three selected elementary schools in two urban, publicly funded, school divisions in Saskatchewan?

a) What are the key policy intentions found in Saskatchewan French immersion policy document between 1984 and 2015?

b) What are the perceptions of Grade 8 principals, teachers, students, and parents with respect to their satisfaction with French immersion programming?

c) What are the perceptions of Grade 8 principals, teachers, students, and parents of essential areas (as highlighted through participant experiences of the implementation of the French immersion program) that challenge (as demonstrated through the *level of satisfaction*, *level of importance*, and *performance gap* analyses) improvement and efficacy in French immersion programming?

With these questions, my attempt was to identify the intentions of the language policies that are perceived by my participants, the processes of implementation, and the students, and parents' experiences of the programs. Therefore, the commentaries given by the Grade 8 stakeholders provided their feedback on the French immersion policy intentions as these are perceived and implemented at the elementary school level.

### **Brief Description of the Study**

This is a study of government policy. While the context of this study is found in the analysis of policy documents related to French immersion activities, and the further analysis of

stakeholder comments related to both French language policies (their intention and their implementation) in the province of Saskatchewan, this is not a study of French immersion activities themselves. Historical and policy context related to French immersion is of great importance to the introduction of readers to the study. However, this is not a study of French immersion, benefits of French immersion programming to students, larger debates in the Canadian context related to French immersion, improvements idiosyncratic to French immersion schools, nor the value of French immersion as a mechanism for general student cognitive or educative achievement; it is decisively beyond the scope of this study to examine these topics in great detail.

According to Guba (1985) “there are at least three levels at which the term policy has meaning [...]” (p. 11): policy-in-intention, policy-in-implementation, and policy-in-experience. Guba’s framework provides a tool for examining French immersion programs, in which principals, teachers, students, and parents are the main source of data collection since the policy cannot be evaluated by disregarding policy-in-implementation and policy-in-experience. In Guba’s (1985) model “[the] experience is heavily mediated by context (e.g., by the local culture, by the reactions and expectations of peers; by the motivation of the implementers and the size of their workload) and the actual availability of authorized resources” (p. 11).

A sequential explanatory mixed-methods design was selected to address the research questions, exploring three-level stakeholders’ perceptions pertaining to the intention and implementation of French immersion programming. Since, the primary and fundamental philosophy of mixed-methods research studies, *pragmatism*, supports the use of multiple approaches in answering research questions (Turner, 2003). In other words, with the inclusive

and complementary logic of pragmatic method, I had the advantage of using quantitative research to inform the qualitative portion of this research study (Onwuegbuzie & Leech, 2005).

In order to explore and better understand the actual practice and everyday decisions at play in the implementation of language policy in elementary schools, I interviewed principals, teachers, parents, and students who are experiencing the program after eliciting their perceptions regarding their satisfaction with French immersion programming through distributed questionnaires. I interviewed teachers and principals, after collecting data from the questionnaire to represent policy-in-implementation. I examined the policy-in-experience using questionnaires and focus groups with students, and questionnaires and individual interviews with parents. I also, herein, describe the policy-in-intention through the language policy statements announced by the federal government in official websites.

In summary, my research sought to gain a rich literature base on the principals', teachers', students', and parents' perspectives and viewpoints: Grade 8 students offered their perceptions of present programs and provided their ideas for improving their efficacy. The knowledge gleaned from this research can be also used for future comparisons, programming, and policy insights with regards to French immersion.

### **Delimitations of the Study**

In this study, I considered second language policies and practices related to French immersion programs, and the study involved three Saskatchewan elementary schools that include Grade 8 to inform our understanding of this province's language education and French immersion in particular. These schools were chosen among two urban, publicly funded, school divisions in Saskatchewan.

Principals, teachers, students, and parents of these three schools provided our data regarding the implementation and experience of French immersion programs. Data collection for this study was delimited to a one-month period to take the online surveys, and to conduct individual and focus group interviews with Grade 8 stakeholders. The collected data cannot be used in any comparison between schools due to the fact that this intent was not included in the design of my study, and such may also elicit ethical issues related to confidentiality, privacy, and vulnerability. Similarly, the collected data with regards to the Grade 8 students' and parents' commentaries and feedback on the French immersion policy programs cannot be used to evaluate the principals and teachers at the implementation level, as their commentaries do not assess the students' performance.

In this research, I explored the political context of bilingual education related to French immersion programs in Saskatchewan, studying the governmental websites and further interviewing the three schools' Grade 8 principals, teachers, students, and parents with special consideration to their motivations and concerns. Considering my French and English language skills, texts both in French and English were used and cited. Providing literature on the history of second language programming and particularly French immersion was not intended to represent a historical analysis. Rather, these data were included to provide the reader with a historical framework in which to better understand this study.

The research study focused on three sources of data: French immersion policies, questionnaires, and interviews. To identify the intentions of the French immersion programming, federal and provincial governmental websites were reviewed. To understand the context in which Grade 8 students and parents were experiencing the programs offered, principals and Grade 8 teachers answered an online questionnaire and engaged in interviews on a one-to-one

basis. Through the use of online surveys and interviews with Grade 8 students and their parents, policy-in-experience was brought to description: online questionnaires, focus groups, and individual interviews with Grade 8 students and parents explored areas for consideration that they recognized as challenging to the improvement of French immersion programming and further how these played into their decision to stay in the French immersion program. Specifically, it was beyond the scope of this research to review material germane to French immersion school success and improvement, and it was further beyond this study to examine work on the improvement of French immersion programming.

### **Limitations**

Given the time constraints and the particular methods and instruments of questionnaires, interviews, and focus groups, the transferability and generalizability of findings in terms of the examination of language policy would be limited. It will be important to interpret the results with caution, considering the low response rate to the online Likert-scale questionnaires from Grade 8 stakeholders in three schools in two school divisions in Saskatchewan. However, my exploration informed our understanding of how French is developed and practiced in this province within the French immersion program. The findings of my study provided insights to the policy makers, teachers, students, and parents concerning the issues of French immersion, and was neither argued in favour of, nor against, French immersion programs.

Through my study, I discovered the accordance and difference between language policy in intention, and in implementation and in experience to provide the Grade 8 stakeholders' feedback on the French immersion policy intentions and their efficacy and applicability at the practice and implementation level. I collected the perceptions of stakeholders in only Grade 8 programming. Looking into secondary schools would arguably be a more broad research

undertaking and rest beyond the scope of my research interests. Similarly, difficulty in working with younger children to represent their ideas and opinions regarding language policy supported my idea to conduct my study in Grade 8. Considering the variance among provinces regarding second language policy, findings of this research cannot be applicable to the French immersion programming in other provinces.

The purpose of this study was to find out the stakeholders' reasons to opt out of the program and not to attend secondary immersion schools. It should be taken into consideration that this research was limited to the students who continued their studies through Grade 8 in the French immersion elementary school. Therefore, the reasons given for switching out of the immersion elementary schools by Grade 8 were not discussed in my study.

In response to school division limits on my access to students and staff during the school day, the University Research Ethics Board further limited my access to two visits to each school for the conduct of this research study. To facilitate the study under these limitations, I was required to judiciously engage the students and staff. Consequently, although more interviews would have enriched the research data, such restrictions limited the inclusion of additional interview questions for students, principals and teachers, and parents that might have otherwise provided for further analysis.

To conduct this research study, I adapted an existing Likert-scale questionnaire that was created for evaluating the satisfaction of stakeholders in a university or college context in the United States. I did not compare data collected by the researchers who developed the original survey. However, the validity and reliability may not be, as a result of the adaptation, as robust as was the case in the original questionnaire. I assume therefore that I adapted the original

questionnaire for the context alone. I further assume that any consequences arising out of this adaptation on validity and reliability are inconsequential.

## **Definitions**

I employed the following operational definitions within this study.

*Language policy and planning (LPP)*: “language planning is not defined as an idealistic and exclusively linguistic activity but as a political and administrative activity for solving language problems in society” (Jernudd & Das Gupta, 1971, as cited in Cooper, 1989, p.30).

*Macro-level dynamics*: top-down processes of the language policy and planning cycle in which language policies are interpreted and appropriated by policy makers, administrators, agents, and principals in power (Hornberger & Johnson, 2014).

*Micro-level practices*: bottom-up processes of the language policy and planning cycle in which local stakeholders including teachers, students, and parents on the ground participate to shape and practice language policies (Hornberger & Johnson, 2014).

*Canadian Parents for French (CPF)*: a federally funded advocacy group who encourages and promotes research and student activities regarding French-second-language education (Cummins, 2014).

*French as a Second Language (FSL)*: this is the program that is implemented in Canada comprising core, immersion, extended, and intensive French.

*Stakeholders*: “any group or individual who can affect or is affected by the achievement of the organization’s objectives” (Freeman, 1984, p.46). In the policy analysis literature, policy stakeholders include “individuals or groups which have a stake in policies because they affect and are affected by governmental decisions” (Dunn, 1981, p. 47).

*Policy analysis*: “ is a type of disciplined inquiry under-taken to gather and display evidence (including contextual data) for and against alternative policy options (intended, already implemented or experienced) in order to inform negotiations over choices in terms of multiple values of relevant audiences” (Lincoln & Guba, 1986, p. 26).

*Satisfaction Score*: in the context of this dissertation, a *satisfaction score* shows how satisfied stakeholders are that school has met their expectations (Schreiner, 2009).

*Importance score*: in the context of this dissertation, an *importance score* indicates how important it is for stakeholders’ school to meet their expectations.

*Performance gap score*: in the context of this dissertation, a *performance gap* is determined by subtracting the satisfaction score from the importance score. It is an indicator of how the educational organization is doing at meeting stakeholders’ expectations (Noel-Levitz, 2009).

*Anglophones*: are people whose native language is English (Merriam Webster, n. d.).

*Francophones*: are people whose native language is French (Merriam Webster, n. d.).

## **Summary**

In this research study, I conducted a detailed policy analysis using Guba’s (1985) *Domain Model* in order to explore perceptions of stakeholders at the level of *policy-in-experience*. The context of this study refers to the implemented French immersion programming in the three elementary schools in Saskatchewan. With the survey satisfaction assessment (Noel-Levitz, 2015) and the individual and focus group interviews that followed, I not only evaluated the level of student and parent satisfaction, but also explored in-depth those areas for consideration the participants found relevant with respect to the students’ retention in the program. My collected quantitative and qualitative data from principals and teachers at the level of *policy-in-*



*implementation*, coupled with reviewed literature on Saskatchewan French immersion policy and programming at the level of *policy-in-intention*, provided contextual data and essential input to evaluate and analyze French immersion programming at all three levels. Following Guba's (1985) *Domains Model*, I was able to examine "[...] at least three levels at which the term policy has meaning [...]" (p. 11). Simply stated, Guba's (1985) three levels are *policy-in-intention*, *policy-in-implementation*, and *policy-in-experience*. The literature presented on the history of language policy and planning in Canada, and particularly in Saskatchewan was not intended to make a case for a historical review or analysis of French immersion programming, but rather to provide a brief background of Canadian language duality and Federal and provincial policies related to second language programs in general.

### **Organization of the Dissertation**

This research study is organized into six chapters. In chapter one, I provide an overview of the study, the significance of the research, and the problem addressed. Furthermore, I include key definitions, and discuss delimitations and limitations of the proposed study.

In chapter two, I describe the history and development of language policy and planning (LPP), followed by language politics and planning in Canada at the federal level, given education and language policy respectively at the provincial level, particularly in Saskatchewan.

In chapter three, I explain in detail the research methodology and design, research methods, and data collection and analysis techniques used in this research study.

In chapter four, I describe data collection from principals' and Grade 8 teachers', students', and parents' using questionnaires, and data analysis through SPSS statistics software. I also include findings related to their perceptions regarding strength and areas for consideration of French immersion programming and policy implemented in elementary schools.

In chapter five, I discuss data collection from Grade 8 stakeholders via semi-structured individual interviews with principals, teachers, and parents, and focus group interviews with students. I also describe data coding and analysis using Saldaña's (2013) *Codes-to-Theory Model* for qualitative inquiry, and NVivo 11.

In chapter six, I provide the summary of this research study, discussion of major themes emerging from the findings, considerations recommended by Grade 8 stakeholders to improve French immersion programming and considerations for future studies, and ultimately implications for theory and practice, and education.

## CHAPTER TWO

### LITERATURE REVIEW

In this chapter, I briefly describe the history of language policy and development for French immersion programming in Canada. This description serves as a broad-stroke introduction to a phenomenon (French immersion programming) that represents the context for developing an understanding of the experience of micro-level stakeholders and their areas for consideration to improve of a policy-in-enactment (French immersion programs) that might be more broadly applied or studied in any given policy environment.

In this research, I examined the perceptions of stakeholders who influence the implementation of French immersion programs in Grade 8 of three elementary schools in two urban, publicly funded, school divisions in Saskatchewan. In order to explore the attitudes and practices of stakeholders regarding the French immersion program and to provide a better understanding of their crucial role in the implementation and practicing of education policies (particularly second-language policies in schools), I selected Guba's (1985) *Domain Model*. For example, I investigated the intentions of language policy, the process of their implementation, and stakeholders' experiences in the program. I believe that looking at the issues of French immersion programming from the local level provides *language policy and planning* (LPP) of Canada with valuable results that could have an impact on their decisions. The aim of my research was to discover constraints, as well as opportunities that arise for principals, teachers, students, and parents by administrators' current structure with respect to the French immersion programming. Essentially, I examined the role of macro-level dynamics at the federal and provincial levels in second-language policy, as well as exploring the perceptions, perspectives,

and attitudes of stakeholders pertaining to the intention and implementation of second-language policy at the school level.

In what follows, I provide a review of my second chapter:

- I start by examining the history and development of *language policy and planning* (LPP) as a distinct field of study, followed by language politics and planning in Canada at the federal level, then education and language policy respectively at the provincial level, particularly in Saskatchewan. Then, I describe how curriculum and language education developed within Saskatchewan's education system. Next, I look into Pennycook's (2000) six *frameworks*, comparing them with Ricento's (2000) *three phases* to understand better the development of LPP. Finally, I include McCarty's (2002) *framework* as the one that was specifically designed for language policy and planning in the education sector.
- Following this, I provide a complete description of the four French Second Language (FSL) programs in Canada, focusing on the French Immersion education in Saskatchewan and its foundation. I also include two important pedagogical implications of French immersion programs. Given the French immersion school environment, I explain the implementation of a French program in Canada's jurisdictions, as well as the support provided for Canada's FSL programs.
- I further introduce the Saskatchewan curriculum for French as a second language in the French immersion program because all the rules and guidelines set by policy makers emerge through the curriculum. In other words, the curriculum is the political text that is implemented by administrators, practiced by teachers, and

experienced by students and parents. Therefore, it is essential that policy be consistent with the curriculum practice. I will then give some detailed information about major educational orientations within French curriculum and planning, given assessment and evaluation specific to the French immersion program. Moreover, I identify three main strands—oral communications, reading, and writing—explained in the French immersion curriculum and emphasize the value of learning French and appreciating francophone culture. I also review French immersion for exceptional students; the curriculum must assure equity for all the students to promote their academic achievement equally. At the end of this chapter, I describe Guba’s (1985) *Domains Model* to provide a background regarding its use as my own framework in this study.

### **Language Policy and Planning**

According to Jernudd and Das Gupta (1971), “language planning is not defined as an idealistic and exclusively linguistic activity but as a political and administrative activity for solving language problems in society” (as cited in Cooper, 1989, p. 30). Fishman (1974, as cited in Cooper, 1989) referred to language planning as “the organized pursuit of solutions to language problems, typically at the national level” (p.30). Lewis (1981) argued that policy will not succeed if

[it] does not do one of three things: conform to the expressed attitudes of those involved; persuade those who express negative attitudes about the rightness of the policy; or seek to remove the causes of the disagreement. In any case, knowledge about attitudes is fundamental to the formulation of a policy as well as to success in its implementation. (as cited in Baker, 2006, p. 211)

Furthermore, Baker (2006) mentioned that clear goals are important factors in language policy making and language planning. The concept of *target language planning* is a means to decrease the distance between broad program aims and grounded activity. As it can be seen, the Canadian federal government's target of doubling the number of bilingual speakers in the Action Plan (Canadian Heritage, 2004) was followed by the new implementation of official language education programs.

The traditional approach to language policy and planning research, examining national case studies, was “neo-classical”. In the neo-classical approach, various kinds of sociolinguistic surveys were used to analyze the costs and benefits of sample cases in their historical and comparative contexts (Doguncay-Aktuna, 1997; Tollefson, 1991). However, this neo-classical approach to language policy and planning research was criticized by Tollefson (1991) for its primary focus on individuals. Tollefson (1991) noted that the neo-classical approach failed to deal with language communities' issues regarding their formation and investment in languages. He found the approach inappropriate to answer these questions,

why some groups are willing to go to war over language issues, while others easily accept language lost, what are the mechanisms by which changes in language structure and language use take place, and how does the language-planning process affect those mechanisms (Caballero, 2008, p. 63).

Tollefson (1991) indicated that these limitations to language policy and planning research were addressed in an historical-structural approach, focusing on the planning process, and social, political, and economic factors that impose changes in language structure and use. He claimed,

within the historical-structural approach, language policy is viewed as one mechanism by which the interests of the dominant sociopolitical groups are maintained and the seeds of

transformation are developed. The major goal of policy research is to examine the historical basis of policies and to make explicit the particular mechanisms by which policy decisions serve or undermine particular political and economic interests.

(Tollefson, 1991, p. 32)

Similarly, May (2006) in his argument for the necessity of the broader sociohistorical and sociopolitical approach analogous to Tollefson's historical-structural approach indicated that "[...] for much of its history, linguistics as an academic discipline has been preoccupied with idealist, abstracted approaches to the study of language" (p. 255). Cooper (1989) also discussed how language planning for social change does not happen in a vacuum, and that "in language planning as in politics, it is useful to ask who benefits from a given arrangement" (p. 80). In his scheme designed for the study of language planning, he then asked: "what *actors* attempt to influence what *behaviors* of which *people* for what *ends* under what *conditions* by what *means* through what *decision-making* process with what *effect*" (Bangbose, 2004, p.77).

Haugen (1983) stated that politics and ideology are the most important factors in determining the success or failure of language policies. He believed that lack of political and societal will in privacy-driven programs such as second language education results in failure: "It is no problem to immerse English-speaking Canadians in French [...] But if parents are opposed or if they are indifferent, bilingualism is bound to fail" (p. 58).

Consequently, in recent language policy and planning studies, the political nature and the complexity of LPP processes and goals, and their interplay with sociopolitical, economic, and cultural issues are given more importance. Moreover, descriptions of phenomena such as language maintenance, shift, and spread are sought (Dugancay-Aktuna, 1997).

Tollefson (2002) described that “language policies in education are an important mechanism by which states manage social and political conflict” (p. 5). In other words, he emphasized the role of policies in public and political opinion and allocating resources. Tollefson (2002) argued for a critical perspective toward language policy, and indicated that “in order to understand language policy debates and the role of language policy in contemporary states, we must examine the underlying social, economic, and political struggles that language can symbolize” (p. 5).

### **Three Phases of Development of Language Policy and Planning**

Thomas Ricento (2000) divided the field of language policy and planning into three different stages or phases of development. He determined these stages, identifying prevailing macro sociopolitical, epistemological, and strategic factors that influenced each phase in different ways.

The first stage, *Technocratic State Formation*, was influenced by decolonization, structuralism, and pragmatism. It emerged when a large number of nations gained independence from their colonial rulers, and LPP was determined as one of these national systematic development approaches. Fishman (1974), one of the influential LPP researchers of this first stage, described language planning as “merely an attempt to influence [language] usage more rapidly, more systematically, and more massively” (p. 26).

Within the first stage, researchers developed different typologies, strategies, and approaches that would promote unification, modernization, efficiency, and democratization (Ricento, 2000). Haugen’s (1966) model for language planning was used as the basis of many approaches. Haugen (1966) mentioned four main areas of focus in his language-planning model. These include (a) identifying a language problem and establishing goals, (b) codifying languages



through grammatical and lexical developments, (c) implementing the plans, and (d) elaborating and revising language plans and policies.

The systematic and scientific models were apolitical and ideologically neutral within this first stage, while the decisions implemented had ideological and sociopolitical impacts. The common view was that unifying language was necessary to modernization, progress, and development of nations. Ricento (2000) suggested that “a consensus view ... was that a major European language [English or French] should be used for formal and specialized domains while local [indigenous] languages could serve other functions” (p. 198). Therefore, linguistic diversity in opposition to linguistic homogeneity was viewed as an obstacle to modernization and Westernization. As a result, language was a neutral tool used for national interests, and language problems were addressed in the most scientific and systematic way.

The second stage, *Disillusion and Criticism of LPP*, arose out of the failure of modernization and national development projects in post-colonial states. Phillipson (1992) in his controversial book *linguistic imperialism* analyzed critically the ways that dominant global languages were used and promoted by powerful institutions such as the British Council, the UN, and World Bank, IMF, and the U.S. TESOL industry, so that speakers of these languages had an unfair advantage in their societies, and even in the world (Brutt Griffler, 2002). In his argument, Phillipson (1992) also explained that dominant global languages were spread in the same way that economic, political, and cultural imperialism were spread. In his later work, Phillipson (1992) defined linguistic imperialism as a “shorthand for a multitude of activities, ideologies and structural relationships [...] within an overarching structure of asymmetrical North/South relations, where language interlocks with other dimensions, cultural [...] economic and political” (p. 239).

Ferguson (2006) criticized Phillipson's concept of linguistic imperialism due to its greatest single weakness, noted by a number of commentators (e.g. Bisong 1995; Pennycook 1994/2001; Canagarajah 1999; Brutt-Griffler 2002)—that is denying significant agency to speakers in the periphery, portraying them as passive recipients, or dupes, of imposition from the Centre.

Similarly, Phillipson and Skutnabb-Kangas (1996) used the term *linguicism* to describe how policy makers—by promoting European languages as the official languages—discriminate against the speakers of non-dominant languages and magnify inequalities throughout the world. The concept of linguicism also received great criticism by other scholars since it was too deterministic in its assumptions, and presumed too much power in the dominant languages and those who promote them. However, it left no room for the possibility of minority languages, and treated speakers of these languages simply as victims of a unidirectional domination of languages. We can use such structuralist theories to understand the ideological influences and structural constraints that were imposed upon local stakeholders in Canada. However, these theories are only helpful in describing the role in which language policies and practices contribute to structural inequalities in society.

Considering criticism of the value and impact of LPP during the second phase, the third stage, *Focus on the Local*, began to approach language policy issues in a much more careful way. Ricento (2000) pointed out some of the major themes that emerged in this phase.

These themes include increased attention to language loss, promotion of linguistic diversity and multilingualism, development of a case for establishing linguistic human rights, viewing LPP through an ecology of languages model, and a greater focus on the role of ideology and agency in language policy formation and implementation. (p. 203)

Ricento (2000) believed that “the key variable which separates the older, positivistic/technicist approach from the newer critical/postmodern ones is agency, that is, the role(s) of individuals and collectivities in the processes of language use, attitudes, and ultimately policies” (p. 208). In the contemporary era, there are still many policymakers who are in favour of technocratic and prescriptive approaches to LPP found in the first phase. However, there are others who remain in the second phase with a focus on critiquing language policies in structuralist terms, and many scholars who view LPP issues under this third phase: focusing on local dynamics, and the role of group and individual agency in appropriating language policies on the ground.

### **Frameworks of LPP Research**

To understand better the development that emerged during the three phases of LPP research, we look into Pennycook's (2000) six frameworks. According to him, “[these are] frameworks for understanding the global position of English” (Pennycook, 2000, p. 108). Pennycook's first two frameworks, *colonial-celebration*, and *laissez-faire liberalism* are similar to the first phase of LPP in that they take a bold view on the favorable role of English in these days of internationalism and globalization.

The next three frameworks, *language ecology*, *linguistic imperialism*, and *language rights* come from the same core ideas about minority languages. All these three frameworks correspond with Ricento's second phase of LPP. *Language ecology* places emphasis on “the cultivation and preservation of languages” (Phillipson & Skutnabb-Kangas, 1996, p. 441), and “building on linguistic diversity worldwide, promoting multilingualism and foreign language learning, and granting linguistic human rights to speakers of all languages” (p. 429). As environmentalists protect endangered species, and promote the biodiversity of natural ecologies, the language ecology model promotes the diversity of languages throughout the world.

Nevertheless, lack of a broader political, ideological, or social theory is the weakness of this theoretical framework (Pennycook, 2000).

The linguistic rights model is based on the concept of language ecology. Its view is that language speakers should enjoy the basic human right to use their own language whenever and wherever they would like, particularly in education. As a result of *linguistic imperialism*, some languages become extinct and need to be protected by universally linguistic human rights under the language ecology model.

Pennycook's (2000) final framework is called *postcolonial performativity*; it emerged as a consequence of the shortcomings of the other five frameworks. The first two frameworks discredit the ideological and political nature of language issues in society, and then the next three views put too much emphasis on the macro level politics and hegemony of English and other dominant languages. Nonetheless, Pennycook (2000) concluded "we need both a more complex understanding of globalization and a more complex understanding of language than those offered by the frameworks above" (p. 117). Pennycook (2000) addresses the macro level dynamics of linguistic imperialism in a globalized world with a richer understanding of how these dominant languages have been "taken over, appropriated, adapted, adopted and reused" by local populations (p. 116).

Consequently, it is essential to avoid placing too much credence on the influence of local dynamics. The key is to find a balance between global forces and local agency. Similarly, Ricento (2000) proposed that:

Micro-level research (the sociolinguistics of language) will need to be integrated with macro-level investigations (the sociolinguistics of society) to provide a more complete explanation for language behavior—including language change—than is currently

available [...] What is required now is a conceptual framework [...] to link the two together. (pp. 208-209)

Many scholars including Canagarajah (1999/2005), Ramanathan (2005), Lin and Martin (2005), Wortham and Rymes (2003), who were interested in LPP, investigated the complex interaction of local and global forces in the development of language policies. They focused on more localized analyses of language policies and practices in education, and found schools as one of the most powerful places where ideological values are passed on, reified, contested, and reshaped.

While the majority of the discussion above has brought historical and broader social aspects of language policy and planning to the forefront, McCarty (2002) suggested a critical framework, drawing from language policy analogous frameworks designed by Cooper (1989), Haugen (1983), Hornberger (1994, 1997), and Ruiz (1984), specific to the education sector. In McCarty's framework, language planning and education are united through three areas: (a) status planning, which considers how and where the language is used; (b) acquisition planning, which considers who will use the language and for what purpose; and (c) corpus planning, which considers the development of the language for instructional purposes. Therefore, the dominant orientation is of language as a resource, while micro-pedagogical and macro-social possibilities are moderated by historical-structural constraints (Ruiz, 1984). However, McCarty (2002) explained that "the processes outlined in her framework are not discrete but interdependent [...] and can not be isolated from planning and education activities involving other languages within politically charged and contested social environments" (as cited in Caballero, 2008, p. 65; see Table 2. 1).

**Table 2. 1- McCarty's (2002) Framework for LPP (p.300)**

Possibilities and Constraints in Indigenous Language Education, Planning, and Policy Development

Language Planning and Education Processes	Micro-Level Possibilities	<div> <div>←</div> <div>Historical/Structural Constraints</div> <div>→</div> </div>	Macro-Level Possibilities
Status Planning	Indigenous language as the language of the school, community, and indigenous nation	English imperialism Boarding school legacy Assimilative role of schools Political-economic marginalization Restrictive national policies Federal paternalism	Ideological clarification/commitment Public valorization for native languages Schools as community centers Development of local leadership Employment/Economic development Tribal and national policy development Local and tribal self-determination
Acquisition/Cultivation Planning	Development of new pedagogies and teaching styles (e.g. immersion, critical literacy) Heritage language as a first or second language Enhanced educational achievement and cultural/linguistic pride	Language attrition Societal privilege of English Inadequate school/program funding	Language revitalization/maintenance identity affirmation Preparation of indigenous teachers Development of professional classes/heightening class Consciousness National network of language educators and activists
Corpus Planning	Codification Elaboration/Modernization Curriculum	Conflicts surrounding authenticity and representation Pressures for educational	Creation of new literacies and literatures Privileging indigenous voices/writers

## **Language Politics and Planning in Canada**

Historically, the tension over the use of French and English in Canada has been legendary in Québec, as well as in other parts of Canada where there have historically been a wide range of population sizes of francophones—extending from a large concentration of francophones in New Brunswick to the network of small French-speaking rural communities in Western Canada. For example, there are a number of novels that have used as their premise the French-English conflict in Canada. In particular, authors such as MacLennan and Kroetsch (1945), and Rilke (1904) have used the term “two solitudes” to illustrate the differentiation between francophones and anglophones in their works. This term is also used by Smith (1998) to indicate the continuing tensions between Canada’s two founding nations (cited in Heller, 1999). Because of the political climate at the time of French-English tensions—and the perceived superior status of English—there is evidence that some francophones changed their surnames to English ones. Some names that reflect this phenomenon include: Roi to King; Beauchamp to Greenfields; Télecphore Lalumière to Ted Light; Lucien Chatvert to Brad Greencat; and Ovide Chalifu to Emptybone Catbedcrazy (Marchand, 1997, p. 67). However, it should be noted that the seduction by English surnames was not restricted to French. For instance, many Canadians of German origin also anglicized their surnames but of course there was the additional factor of Canada being at war with Germany in the time of the Great War and Second World War (Marchand, 1997).

As documented earlier, when the British defeated New France in 1759, French nationalism became centered on religious belief, language, and ethnicity rather than on territory and state (Heller, 1999). Heller (1999) traced the history of Canada, and referred to the Quiet Revolution

as a period beginning (circa) 1960s, when the power of the Catholic Church was reduced, while a new francophone leadership emerged and eventually challenged the supremacy of anglophones.

In 1963 Lester B. Pearson became the Canadian Prime Minister and he appointed a Royal Commission on Bilingualism and Biculturalism to study the notion of linguistic equality. Later, in 1968, Prime Minister Pierre Elliott Trudeau introduced *the Official Languages Act*, which became official policy in 1969. This *Official Languages Act* proclaimed English and French as Canada's two official languages: in addition to declaring that English and French were to have equality of status and equal rights and privileges for all the purposes of the Parliament and Government of Canada, and federal institutions offered their services in both languages to support English and French minorities. The Official Languages in Education Program was also established in 1970 to coordinate this funding among the provinces. The intention of Ottawa's policy of official bilingualism was to "defuse the *indépendantiste* sentiment building in Québec, especially among young francophones, by expanding career opportunities in Ottawa to rival the Québec public service, the growth and professionalization [as] a key part of the Quiet Revolution" (Brooks & Miljan, 2003, p. 64). As a result, a supportive climate for francophone minority communities promoted opening economic trends of Canada towards change and willingness to spend money on French-language education (Hayday, 2005).

Between 1970 and 1971, the Federal Government began its Official Languages in Education policy, although it could not legislate on it directly, and only could support the provinces by offering funding to provide English education for anglophones in Québec and French education for francophones in the other provinces. Consequently, the province of New Brunswick declared itself bilingual, and most provinces legislated more status for French in the years that followed. Nevertheless, Québec was entrenching its singular view of nationalism and



language in language policies such as Bill 101 (*La Charte de la Langue Française*, 1977; as cited in Ammon & Hellinger, 1992).

In 1982, the federal government reasserted its vision of state and individual bilingualism in the *Canadian Charter of Rights and Freedoms*, by equating status for both language groups. Crucially, Québec did not agree to the Constitution Act (see below), and the failure of the Meech Lake Accord in 1990 was interpreted by French Canada as a rejection by English Canada of equal status for both language groups. Since that time, there was a second unsuccessful attempt in 1992 to gain Québec's approval of the constitution through the Charlottetown Accord (Webber, 1994).

Despite the political situation in Québec, federal language policy continued to move forward, and the Official Languages Act led to the appointment of the first Commissioner of Official Languages, Keith Spicer, and the Official Languages in Education program in 1970. Spicer encouraged the formation of Canadian Parents for French in 1977 (Spicer, 2004). In 1983, a historic Protocol on Teaching Official Languages was established to support minority education. Furthermore, since 2000, Action Plans with the agreement of the Secretary of State and the Council of Ministers of Education Canada (CMEC) were established to execute and evaluate strategies for supporting minority and second language education (Government of Canada, 2003).

### **Language Policy in Saskatchewan**

The British North America Act of 1867 (the BNA Act) made both French and English official languages of Canada. The BNA Act (now known as the *Constitution Act*, 1867) was a convenient opening marker for the first legislative period, which extended to 1931. In 1905,

English became the primary language of instruction in Saskatchewan, while French was merely permitted at the elementary levels.

In succeeding years, French was restricted to one hour a day in all grades and for a primary grade, and in 1931 the Saskatchewan Education Act recognized English as the sole language of instruction. Likewise, Catholic educational rights were limited, and church control over schools, textbooks, and teaching methods was removed. Therefore, the year 1931 was the lowest point for Francophone rights in Saskatchewan, and Francophone students experienced considerable sense of being in the minority (Burgess, Walker, Chomos, & Donlevy, 2014).

As a result, francophone students went on strike to assert their desire for religious education in French. In 1967, the Education Act was altered to allow regular courses to be taught in French, and in the following year, the federal government proclaimed French and English as the two official languages of Canada. Yet, the subsequent adoption of the *Canadian Charter of Rights and Freedoms* (known as the *Constitution Act*, 1982, or simply as the *Charter*) in 1982 was the key event of Francophone education in Saskatchewan, protecting official language minorities' right to an education in their own language (Denis, 2006). Under section 23 of the *Charter*, parents have the right to have their children educated in the official minority language. Parents to be qualified under this section must be Canadian citizens (23)(1), resident in a province where the language is that of the minority (2), and where “the first language learned and still understood by the parent (23)(1)(a), (or) the parental language of instruction at the elementary level (23)(1)(b), (or) the language of instruction of one child in the family (23)(2)” is the official minority language (*Constitution Act*, 1982, s. 23).

On 15 February 1988, Saskatchewan Education Act ruled by Judge Wimmer gave Fransaskois the right to their own schools, and the right to administer these establishments

through their Charter rights. In March 1990, the Supreme Court of Canada rendered its ruling on the Mahé case, and made the decision that Francophone as members of an official language minority have the right, based on the Charter, to govern their children's education. The decision recognized Section 23 official language education rights to mean not only control and management rights but also the rights to have school boards and autonomous schools which provide an education of comparable quality to that of the majority (Denis, 2006).

Saskatchewan finally modified the Education Act with Bill 39 adopted on 2 June 1993, and granted Saskatchewan's Francophone parents the control of Fransaskois schools. By the school year of 1994, the first election of Fransaskois school trustees was held, and the Conseil scolaire Fransaskois at Gravelbourg assumed governance responsibilities. Between 1995 and 1997, seven other communities applied for Fransaskois governance: Bellegarde, Bellevue, North Battleford, Prince Albert, Regina, Saskatoon, and Vonda. Moreover, a francophone education program was implemented in Ferland (Denis, 2006).

The Education Act was modified in June 1998 to bring together the Conseil general des écoles Fransaskois and the nine conseils scolaires fransaskois under a single school division. In 1999, the twelve schools were transferred to the Division Scolaire Francophone (DSF). In June of 2007, DSF changed its name, and became the Conseil des écoles fransaskoises (CÉF). The evolution of the Fransaskois education demonstrates how difficult it is to overcome linguistic hegemony, and obtain minority rights. Nonetheless, it provides one of the best examples in which a non-dominant language survived (Burgess et al., 2014).

### **Education Policy for Saskatchewan**

Considering the different educational and funding needs of rural, northern, and urban communities in Saskatchewan, provincial educational policy has focused on stakeholder-based

educational policy frameworks. Provincial education legislation in Saskatchewan has not changed substantively in the past 20 years, and provincial educational policy has been developed through the collaboration of the Ministry of Education, the Saskatchewan Teachers' Federation (STF), and the Saskatchewan School Boards Association (SSBA) (Newton, Burgess, & Robinson, 2007). One Saskatchewan Learning official declared,

In the context of changes to K-12 legislation and policies in Saskatchewan in relation to other jurisdictions in Canada that appear to be enacting legislation and implementing policies that are prescriptive in nature, Saskatchewan has not witnessed any significant changes to provincial legislation in the past 20 years... Changes in policy and program have been achieved largely through collaboration and consensus with stakeholders, within the existing legislative framework, rather than through new legislative requirements. (Personal Communication, cited in Newton et al., 2007, p. 49)

Capacity has always been a consideration in Saskatchewan's educational policies. The small population of the province, as well as the distance between communities, has put the educational focus on locally developed options, a flexible curriculum, and innovative delivery opportunities. Since the 1980s, Saskatchewan has established and implemented a province-wide curriculum framework (Saskatchewan Education, 1984). Additionally, the community school movement, and the *Role of the School Report* (Tymchak, 2001) have been the most significant policy developments in the province.

## **Curriculum**

The public education system in Saskatchewan was reformed in the early 1980s. In 1981, the Ministry of Education created the Curriculum and Instruction Review Committee (Saskatchewan Education, 1984). With the concern of preparing students adequately for twenty-

first-century life, the committee made 16 action recommendations in its final report, known as *Directions*. Quality education in all schools, the needs of individual learners, the unique needs of Northern and Indian/Native students, more efficient planning strategies, effective leadership, and change and improvement in the educational system constituted the seven key areas of the Report action recommendations (Saskatchewan Education, 1984).

In response to “the concept of a K-12 core curriculum” (Action Recommendation #2), the Core Curriculum Policy Advisory Committee, established by the Ministry of Education, released a report in December 1987, in which the focus was on the general curriculum and student-centered curriculum (Saskatchewan Education, 1987). All curricula were revised by the Ministry of Education using the framework in the *Core Curriculum Final Report* (Saskatchewan Education, 1987). These revisions presented the model units in curricula; they specify neither method nor content, leaving teachers the opportunity to use their own techniques.

With the growing awareness of the role that schools play in society, the Role of the School Task Force (RSTF) expanded to meet the demands of emerging challenges to the public education system (Tymchak, 2001). In response to the Ministry of Education Directions for Diversity report (Saskatchewan Education, 2000), *RSTF Report* pursued and extended support for children with diverse learning needs. To help teachers with their complex roles as teachers, social workers, coaches, parents, and health care providers, the RSTF proposed that all social service institutions work collaboratively to deliver services to students. The Saskatchewan Teachers Federation (2001) supported the integration of school-linked services, but mentioned “the success of these models requires a massive effort by all staff, extensive professional development, effective communication channels among service providers, and clearly articulated roles and responsibilities” (p. 5).

The STF (2001) redefined the role of teachers, expecting them to consult and plan with parents, colleagues, and professionals from other sectors to meet the needs of children and youth. Although, this support framework expanded the role of in-school administrators, and increased the potential concern that their new role makes them managers of social services rather than educators in charge of students' learning. The government of Saskatchewan (2002) agreed with the recommendation of the *RSTF report* and stated that “schools [should] serve as centers at the community level of the delivery of appropriate social, health, recreation, culture, justice and other services for children and their families” (p. 1).

To implement the plan, the following committees were established: *Saskatchewan Council on Children and Youth*, *Strengthening Educational Capacity Forum*, and an *Interdepartmental Children and Family Services Integration Forum*. Furthermore, the province supported the concept of School<sup>PLUS</sup> through the reallocation of resources. The *School<sup>PLUS</sup> report* indicated a change in defining the role of schools in society. Likewise, the government of Saskatchewan (2002) stated,

to educate children and youth – developing the whole child, intellectually, socially, emotionally and physically; and to support service delivery – schools serve as centers at the community level for the delivery of appropriate social, health, recreation, culture, justice and other services for children and their families. (p. 1)

Consequently, the *RSTF report* met with widespread support, although it was questionable how this program could be delivered universally through the reallocation of existing provincial funding. Moreover, the STF (2001) showed its concern about the additional teaching and personal load placed on teachers in designated community schools.

## **Specialized Schools and Language Education**

A branch of the Ministry of Education, the provincial Official Minority Language Office (OMLO), is responsible for French language instruction within Saskatchewan. OMLO holds responsibility for the development, implementation, and management of the three forms of French language education comprising core French, French immersion, and Fransaskois schooling (Saskatchewan Learning, 2004). Core French is a regular course that is offered in English language schools. However, in French Immersion schools that are particularly designated for anglophone students from anglophone families, French is a language of instruction for more than 50 percent of the school day. In contrast to these two programs, Fransaskois schools employ French as the language of instruction, while English is taught as a regular course (Saskatchewan Learning, 2003). These schools are specifically designed for students who have at least one Francophone parent, and for whom French is a language regularly spoken at home.

In 2001 to 2002, approximately 40 percent of Saskatchewan students were enrolled in core French programs. In 2009 to 2010, only 30.2 percent of the student population was enrolled in Core French programs. This represented a 21.9 percent decrease when compared to the previous fifteen years. Similarly, the number of students who registered in French immersion schools saw a 30 percent decrease from ten years before. Some of this decline can be attributed to increased enrolments in Fransaskois schools (Saskatchewan Learning, 2003). Although the number of Saskatchewan students enrolled in French immersion programs increased to 9,886 students in 2009 to 2010— their highest level from ten years before, it was still lower than the number of enrolments for fifteen years previous— when enrolments were over 11,000. In 2009

to 2010, 6.2 percent of Saskatchewan students were served in French immersion (Saskatchewan Learning, 2003; see also Saskatchewan Ministry of Education, 2010).

In Saskatchewan, the number of students who study languages other than English and French has risen to about 80 percent over the past ten years (Saskatchewan Learning 2003). That is to say, there was a great increase in the number of students who enrolled in Cree, Spanish, and German courses in 2009 to 2010. Since 1990 to 2010, the largest increase in enrolments was in Spanish (Saskatchewan Ministry of Education, 2010).

### **French Second Language Programs in Canada**

The four French Second Language (FSL) programs that are implemented in Canada comprise core, immersion, extended, and intensive French. More than 342,000 students attended immersion programs in elementary and secondary schools in 2011, compared to 45,000 in 1977; 300,000 in 1992; and 318,000 in 2000 (Friesen, 2013). Conducting a study on the Saskatchewan early graduates of French immersion indicated that more than 80 percent were interested to register their children in French immersion. For more than thirty-seven years of French Immersion in Saskatchewan, the reasons that parents chose French immersion for their children emerged from the support of the Canadian linguistic duality, future employment advantages, and the acquisition of the cognitive benefits of bilingualism (Friesen, 2013).

In the literature, there are mixed uses of upper and lower case initials in the names of these programs. However, I hereafter use lower case for “core”, “immersion”, “extended”, and “intensive” following the style conventions of *The Canadian Modern Language Review* and *Canadian Parents for French* (2003, p. 62). Each FSL program is designed for the students who do not speak French as their first language. In the following sections, I describe briefly the four main programs to understand better the differences of all these types of French second language



education in Canada and to distinguish French immersion and its methodology from other FSL programs.

### **Core French**

LeBlanc (1990) defined core French as “a second language education program in which French is taught as a subject in short, daily class periods of 20 to 50 minutes in length” (p. 2). In Saskatchewan, core French is described “as the study of French as a second language for 120–150 minutes per week, with various entry points from grade one to grade seven” (Encyclopedia of Saskatchewan, n.d.). Turnball (2000) reported Canadian students, on average, receive about 600 hours of instructional time in total in core French by the end of their elementary school program (i.e., Grade 8). The goal of this second-language program is to enable students to understand and communicate in French, as well as to experience Francophone cultures.

By the 1993-94 school year, the number of students in French immersion decreased, as core French emerged. Furthermore, the formation of Fransaskois schools in 1994-95 transferred over 1000 students from French immersion schools to the newly formed first-language schools.

### **Extended French**

Almost two percent of all FSL students in Canada (in Ontario, Nova Scotia, New Brunswick, and Newfoundland and Labrador) are enrolled in extended French (Canadian Parents for French, 2005). Extended French is defined by the Canadian Association of Second Language Teachers’ website (2004) as “a core French program designed to provide additional exposure to French as French is the language of instruction for one content subject such as Social Studies in addition to core French.” It is mainly offered in Ontario with a minimum of 1260 hours of instruction by the end of Grade 8 (Canadian Parents for French, 2006). This program is more analogous to immersion than core or intensive French since subject matter is taught in French.

Its objective is to prepare students to “be able to function in a French-speaking community” (Ontario Ministry of Education, 1999, p. 3). This program option is not offered in Saskatchewan.

### **Intensive French**

Netten and Germain (2004) defined intensive French as an enrichment of the core French program consisting of offering from three to four times the number of hours regularly scheduled for FSL in a concentrated period of time (five months) at the end of the elementary school cycle (in Grade 5 or Grade 6). In the other five-month period, students return to their regular curriculum, including core French. (p. 283)

In Saskatchewan, students start the program in Grade 5. In Grade 5 and 6, students receive up to four times the usual number of hours of core French instruction. Hence, the instruction is carried on in French from 65% to 80% of the school day for a five-month period in Grade 5 or 6 (Saskatchewan Learning, 2005).

### **French Immersion in Canada**

French immersion programs were introduced in response to the concerns of a group of English-speaking parents in Québec in 1965. Their concerns were about weaknesses of existing methods of teaching French as a second language, and their impact on their children’s French communicative proficiency and consequently on their skills to function and succeed in an increasingly French-speaking community (Lambert & Tucker, 1972). In other words, they were frustrated that their children were not achieving a high level of French language skills in a core French program (Day & Shapson, 1996). According to Lambert and Tucker (1972), growth and development of Canadian immersion programs was also influenced by the practical realities of

bilingualism and policies of official bilingualism in the country after the establishment of *Royal Commission on Bilingualism and Biculturalism* in 1963.

In 1965, Wallace Lambert launched the first publicly funded French immersion program in Québec. Nevertheless, according to Rebuffot (1993), two French immersion schools, the École Cedar Park in West Island Québec and the Toronto French School started respectively in 1958 and 1962 and existed before the St. Lambert school in the Montréal suburb. French immersion programs are publicly funded and currently available in school systems in all Canadian provinces and territories with specific learning outcomes. The goal of French immersion is to enhance French language proficiency along with the development of native or native-like proficiency in the majority English first language (Burger, Weinberg, & Wesche, 2013).

French immersion methodology is different from the core French programs. The main difference of French immersion and other second-language programs is its emphasis on incidental language learning rather than conscious learning of grammatical rules or communicative protocol. Learning strategies in this program are proficiency driven and not much grammar-driven. According to (Stern, 1984),

It is a class in which subjects other than French, such as mathematics, history, art, or physical education, are presented in French. French immersion is teaching *in* French, not teaching *of* French. The intent is that the new language is learnt by use while learning something else and not by formal language instruction. (p. 4)

French immersion programs exist in various forms—*early immersion* (entry at kindergarten) and *late immersion* (entry at Grade 6). Positive reviews of academics of French immersion programming (Genesee, 1976; Lambert & Tucker, 1972; Stern, 1978), as well as parent

acceptance (Gibson, 1984; Magnet, 1995; McGillivray, 1984; Obadia, 1984) contributed to the expansion and rapid growth of French immersion programs. Moreover, Swain (1997) stated:

By the late 1960s, the rest of Canada was becoming aware of the value a knowledge of French might have economically, politically and socially. Much of this growing awareness can be attributed to actions taken by the Canada's Federal Government which, for example, appointed a Royal Commission on Bilingualism and Biculturalism, passed the Official Languages Act, appointed a Commissioner of Official Languages, and provided funds for the evaluation of French immersion programs and for dissemination of information about their outcomes. (p. 262)

As noted in Chapter one, French immersion programs have placed Canada's innovative teaching/learning methods on the political and international scene among countries (Clift, 1987; Safty, 1992).

### **French Immersion Education in Saskatchewan**

Saskatchewan was the second province in Canada where a French immersion program was implemented in the public education system for non-francophones. In 1968, the first publicly funded French immersion programs opened in Saskatchewan. The first early immersion program opened in the Saskatoon Catholic School Board following on the demands of parents. The proclamation of Canada's first *Official Languages Act* in 1969 contributed to the growth of the program in the 1970s and 1980s (Encyclopedia of Saskatchewan, n.d.).

In 1970, the federal government provided funds to support provincial second-language programs. These funds have led to curriculum development opportunities for French second-language teachers and administrators, the *Official Languages Monitors Program*, consultant support, and student bursaries. Instruction in a language other than English in publicly funded

schools became available in Saskatchewan through the *Education Act* in 1978. An *Official Minority Languages Advisory Committee* was established in the 1977–1978 school year, and by 1980 the Official Minority Language Office was formed to support the development of French language education in Saskatchewan. The teaching of the curriculum in French to Grade 1 children who do not speak French represents an effective Canadian experiment in achieving functional bilingualism (Encyclopedia of Saskatchewan, n.d.).

French immersion is a program in which French is used as the language of instruction. From Kindergarten or Grade 1 to Grade 12, all subjects (including Math, Science, Social Studies, and so on), with the exception of English language arts, are taught in French. That is to say, students start an immersion program in Saskatchewan in Kindergarten (early immersion) or Grade 6 (late immersion), and they receive 100 % of their instruction in French, which reduces gradually to about 50 percent in Grade 12 (see table 2.2 for French Language Instructional Time Allocations). Finally, students will receive a bilingual graduation certificate (Saskatchewan Learning, 2005).

A French immersion program offers a special environment where students live in French, acquiring the knowledge, skills, and attitudes prescribed by the curricula of the Province. In addition to the ability to communicate in either French or English on a personal and professional level, the immersion approach develops in the student the understanding of the French people and their cultural diversity (Canadian Association of Immersion Teachers, 1994).

The desired outcome for students is to have them demonstrate high proficiency in the English language, as well as functional fluency in French. Moreover, students are expected to understand francophone cultures, and master the skills and abilities identified in core and optional areas of study. The French language curricula in immersion programs are set by the

Ministry of Education (2005)—parallel to English language curricula (Saskatchewan Learning, 2005).

In Saskatchewan, students start the program in kindergarten or Grade 1—described as early immersion. Penfield and Roberts (1959) indicated that young children learn languages easier than older learners. Nevertheless, there is some research (e.g., Ellis, 2015; Granena & Long, 2012; Singelton, 1999) on the effect of age on the second language acquisition that showed complex and controversial results. Since students enter immersion with little or no knowledge of French, the focus in early immersion programs is on oral language development. This prepares students by providing sufficient knowledge to learn to read and write in French. Consequently, no instruction is given in English earlier than Grade 3. Although some parents are concerned that there will be a delay in their child’s English reading and writing development, by Grade 4 most students achieve the same level of English as their non-immersion peers, except for spelling. Even by Grade 6 and above, English language achievement of most bilingual students surpasses the achievement of unilingual students (Barik & Swain, 1976; Canadian Council on Learning, 2007; Genesee and Jared, 2008; Hansen, Morales, Macizo, Duñabeitia, Saldaña, Carreiras, & Bajo, 2017; Lambert & Tucker, 1972; Saskatchewan Learning, 2005). More information with respect to second language acquisition of French immersion students is given in the Learning Process section below.

The instructional time allocated to achieve the goals of French immersion programs is shown below.

**Table 2. 2 – French Language Instructional Time Allocations (Saskatchewan Learning, 2005, p.20).**

Kindergarten	100 %
Grades 1-2	90 %-100 %
Grades 3-5	70 %-80 %
Grades 6-9	50 %-70 %
Grades 10-12	50 %-60 %

These allocations can change where school divisions choose a locally developed option.

**Table 2. 3 – Sample Time Allocation in French Immersion Programs (K-Grade 9)**

(Saskatchewan Learning, 2003, p.7)

<i><b>Subject</b></i>	<i><b>Elementary Level (Grades 1-5)</b></i>		<i><b>Middle Level (Grade 6)</b></i>		<i><b>Middle Level (Grades 7-9)</b></i>	
	<i><b>French Immersion</b></i>	<i><b>English</b></i>	<i><b>French Immersion</b></i>	<i><b>English</b></i>	<i><b>French Immersion</b></i>	<i><b>English</b></i>
<i>Language Arts</i>	750	560	710	510	500	300
<i>Mathematics</i>	166	210	166	210	160	200
<i>Science</i>	120	150	120	150	120	150
<i>Social Studies</i>	120	150	120	150	120	150
<i>Health</i>	64	80	64	80	80	100
<i>Arts Education</i>	160	200	160	200	160	200
<i>Physical Education</i>	120	150	120	150	120	150
<i>Guidance</i>	0	0	40	50	40	50
<i>Electives</i>	0	0	0	0	200	200
<i><b>Total</b></i>	<i><b>1500</b></i>	<i><b>1500</b></i>	<i><b>1500</b></i>	<i><b>1500</b></i>	<i><b>1500</b></i>	<i><b>1500</b></i>

Tracking instructional time in the practice of interdisciplinary instruction is essential generally, but specifically it is due to the required modifications of the subject areas allocation time (see Table 2. 3).

### **Goals of French Immersion Program in Saskatchewan**

Saskatchewan Ministry of Education (2015) outlined the goals of the French immersion programs as: (a) to use French as the language of instruction for a significant part of the school day, in all or several subjects except for English language arts; (b) to have students who are

fluent in French and proficient in English; (c) to have students who are capable to continue post-secondary education and to take future jobs in either language; and (d) finally to have students who appreciate French culture and language.

### **The learning process in French Immersion.**

Learning strategies for students in the French immersion program are designed based on engaging students in meaningful and interesting communications to learn the French language (Macnamara, 1973). Students learn to speak French as they are acquiring the knowledge and skills in all subjects—as French is the means and medium for academic communications and curriculum instruction. Due to students' little or no knowledge of French at the point of entry, the early focus is on the development of oral skills. Acquiring oral skills including speaking and listening are essential to understand the language and consequently to learn to read and write in French in various subject content areas (Saskatchewan Ministry of Education, 2015).

### **Listening and speaking skills.**

According to the Saskatchewan Ministry of Education (2015), the acquisition of listening and speaking skills in French as a second language are similar to learning these skills in the student's first language. In French immersion programs, *gentle introduction* is used as an approach to have students observe, listen, associate sounds with objects, and ultimately imitate and repeat. To learn listening and speaking skills, teachers are meant to speak French all the time, using pictures and objects to help students understand and to convey meaning properly. They are required to tell stories and sing songs in French to familiarize students with francophone culture and to create opportunities for students to use the language. They must encourage students to speak the language, while correcting errors through repetition and role



modelling. Other opportunities to use French language skills outside the classroom and in real-life situations also must be sought by teachers (Saskatchewan Ministry of Education, 2015).

### **French language reading and writing skills.**

Active speaking and spontaneous listening precedes the development of reading and written skills, as identified in the article *Acquisition of Oral Language* (2012) (as cited in MacCoubrey, Wade-Woolley, Klinger, & Kirby, 2004; Wise & Chen, 2010). In other words, students should have a basic knowledge of French prior to formal instructions in reading and writing. This delay in formal French reading instruction affects students in early French immersion programs to be slightly behind their English program counterparts in reading skills (Bournot-Trites & Tellowitz, 2002; Genesee & Jared, 2008; Turnbull, Hart & Lapkin, 2003). However, such delay later disappears after several years of schooling and the introduction of English language arts (Barik & Swain, 1976; Lambert & Tucker, 1972). Hansen, Morales, Macizo, Duñabeitia, Saldaña, Carreiras, and Bajo (2017) found in their recent study that “even when particular linguistic skills seem to be delayed by L2 immersion schooling, other processes appear to compensate so bilingual children achieve monolingual-like performance on text-level comprehension” (p. 29). According to the Canadian Council on Learning (2008), and Genesee and Jared (2008), French immersion students’ results in the majority of reading proficiency tests were better than their English mainstream counterparts in the later years of the French immersion program.

Many studies (Jared, Cormier, Levy, & Wade-Woolley, 2011; Genesee, 1983; Lambert & Tucker, 1972; Swain & Lapkin, 1981) have shown that French immersion students attain high levels of reading and listening comprehension, oral communication, and writing in the second language. Similarly, many researchers (Barik & Swain, 1975; Barik & Swain, 1978; Cummins

& Swain, 2014; Genesee, 2004; MacKnight, 2013; McLaughlin, 1987; Peal & Lambert, 1962; Tremaine, 1975) indicated that the English language skills of French Immersion students equal, and in some areas (e.g., linguistic and intelligence), exceed the achievement of the student taught solely in English.

Selection of reading texts is based on students' level of comprehension and interests. Teachers introduce texts orally, using gestures and cues, and motivate students for discussions to ensure a high level of comprehension (Saskatchewan Ministry of Education, 2015).

### **Foundations of the French Immersion Approach**

In the immersion approach, language instruction and subject-area content instruction are integrated. In other words, the French language is the medium of instruction, as well as subject of instruction.

#### **French as the medium of instruction.**

In the immersion approach, language is perceived as a vehicle for learning different subject areas. Since language teaching and content teaching are integrated, the French language is considered a medium through which feelings, thoughts, and actions are shown and expressed. That is to say, students use the language as a tool for acquiring knowledge. This approach puts emphasis on language development in all subjects taught in French. Consequently, the curriculum is designated to set language-teaching objectives in all school subjects. Teachers use the most appropriate educational strategies, and plan instructional activities integrating French as both subject matter and language (Bureau de l'éducation française division, 2008).

#### **French as the subject of instruction.**

When language is a subject of instruction, it is essential that language-learning be accompanied by activities providing students with the knowledge, techniques, and strategies.

According to Snow, Met, and Genesee (1989), there are two types of language-teaching objectives that I describe below: (a) content-obligatory language objectives, and (b) content-compatible language objectives.

- Content-obligatory language objectives provide students with the required language skills to understand the “content, talk about it, make it his/her own, and master it” (Bureau de l’éducation française division, 2008, p. 5). These skills are both structural (specification of nouns, verbs, and resources of language) and functional (study skills—such as note taking; and language functions—such as asking/giving information, narrating, and persuading). For instance, a math lesson on measurement requires that students know the vocabulary of units of distance in either imperial or metric terms.
- Content-compatible language objectives: these objectives provide learners with other language skills that are acquired within the context of content, although they are not required for successful content mastery. Content-obligatory objectives derive directly from the linguistic needs for communicating the information in the content area, whereas content-compatible language objectives derive from the second language curriculum and ongoing assessment of learner needs and progress. The evaluation of students’ difficulties with the second language provides a great source of information for specifying content-compatible objectives. For example, the analysis of students’ language or communication difficulties helps to determine appropriate content-compatible language objectives that can be used by teachers to prepare for more correct structures.

In the immersion approach, teachers integrate the content-compatible language skills and the content-obligatory skills with the content-teaching, providing more opportunities for students to maximize language development (Snow et al., 1989).

### **Important Pedagogical Implications**

There are two principal themes that have evolved from the French immersion program, having different natures, and being applicable at different levels.

#### **Context and school environment.**

Students learn the language through interaction with their environment, mainly through three means of communication: oral, written, and observation. Hence, in a rich linguistic environment where communications around a variety of authentic tasks happen, students use the language to meet their personal, social, and educational needs. A French immersion school created for learning the French language offers a particular educational environment where students live mostly in French. In Saskatchewan, since most of the immersion students have little or no contact with the French language outside of their school environment, opportunities for communicating in French should be maximized in the school setting. Ideally, in this environment, learners have the chance to hear French and speak it with classmates, teachers, and staff members in a variety of authentic situations (Bureau de l'éducation française division, 2008).

After graduation, students are responsible for developing their bilingualism. Linguistic competence is not a permanent acquisition; it will change depending on how frequently the individual speaks the language, the richness of her/his language experiences, and what they desire for linguistic competency and proficiency.

### **Language and culture.**

Exposing students to the facets of francophone cultural life in the French immersion program makes them more aware of their own cultural identity. Moreover, their experiences in their family environment, social network, as well as in English courses offered in the immersion program, increase their cultural awareness. Although some of the strategies found within the French immersion program are different from the English program, the learning outcomes of the immersion curriculum framework are consistent with those of the English program. In other words, students in immersion schools acquire skills, knowledge, and attitudes similar to those in English programs, while simultaneously developing their francophone cultural life. Thus, it is important to look at the acquisition of language as a way to broaden one's cultural perspective, and to better understanding oneself and others in addition to the practical aspect of its learning (Bureau de l'éducation française division, 2008).

### **French Immersion School Environment**

The French immersion program is organized in three differently operationalized models. It is important to consider these differences as a means of understanding the programs, and I endeavour to explore these differences below.

#### **Immersion school.**

An immersion school operates in a building of its own where administration and internal communication, as well as communication between teachers and students are in French. The Bureau de l'éducation française division (2008) claimed that the acquisition of a high degree of proficiency in French is linked to the opportunity given to students to live in French outside the classroom, due to the fact that all services are offered in French. Immersion schools have been found to be the most effective setting for achieving the goals of the French Immersion program.

However, this form of French immersion is not practicable in many locations (Bureau de l'éducation française division, 2008).

### **Immersion center or single-track school.**

The single-track school is located in a building where only French immersion is housed. In this school, the focus is on the unique needs of teachers and students in the immersion environment. To attain a high degree of proficiency in French, a French environment is created where the entire staff communicates fluently in French (Saskatchewan Learning, 2005).

### **Dual-track school.**

A dual-track school houses both a French Immersion program and an English program headed by a single administrator who might speak only English. In a dual track setting, creating a French environment is essential, and fostered by the use of French inside and outside the classroom. In order to meet the needs and goals of the two programs, groups of teachers, parents, and student populations these schools require particular attention, and specialized administration. This setting represents the Canadian reality of linguistic duality, and respect for diversity. The dual-track school is the most common school setting for immersion programs in Saskatchewan and across Canada at the elementary, middle, and secondary levels (Saskatchewan Learning, 2005).

### **Implementation of a French Immersion Program**

The establishment of the French immersion program represents a long-term commitment. However, it expanded rapidly due to its success. Several academics including Genesee (1976), Lambert and Tucker (1972), and Stern (1978), gave a positive review about this program. In addition, parents' acceptance contributed to its rapid growth (Gibson, 1984; Magnet, 1995; McGillivray, 1984; Obadia, 1984). The promotion of understanding of the two dominant

cultures (Calvé, 1988; Clift, 1987), and the concern about broadening Canada's socio-economic horizons by politicians both strengthened the case for French immersion. Swain (1997) wrote:

By the late 1960s, the rest of Canada was becoming aware of the value knowledge of French might have economically, politically and socially. Much of this growing awareness can be attributed to actions taken by Canada's Federal Government which, for example, appointed a Royal Commission on Bilingualism and Biculturalism, passed the Official Languages Act, appointed a Commissioner of Official Languages, and provided funds for the evaluation of French immersion programs and for dissemination of information about their outcomes. (p. 262)

Educators invested much effort and time to expand the French immersion program (McGillivray, 1984; Obadia, 1984). French immersion, hence, contributed to unity within Canada, and to national bilingualism (Turnbull, Lapkin, Hart, & Swain, 1998). On the international scene, the French immersion program gave the country the appearance of being on the cutting edge of innovative methods. Providing Canadian citizens with an opportunity to access the French language, promoted an increased awareness and acceptance of French Canadian society (Heller, 1990). Furthermore, increased access to global markets by bilingual Canadian citizens provided additional benefits. The Canadian federal government (1999) marked the benefits of Canada's official languages policy for the country and its citizens:

Enormous practical and economic benefits flow from Canada's official languages policy. It helps ensure that the goods and services we produce have access to the entire Canadian market [...] education in the minority language, is an important factor in encouraging the mobility of population, and helps strengthen the Canadian common market [...] Having two world-class languages is an important advantage in an era of global

competition...From an economic point of view, it is easy to see that our two languages give us a head start in opening new markets for Canadian products. (Canadian Heritage, Government of Canada, para. 2, p. 3)

French immersion experienced a rapid expansion throughout Canada. It is now well established in all the provinces and territories. The *Canadian Parents for French* (CPF) (2004) reported in the fifth annual assessment of FSL programs provided by the Provincial and Territorial Ministries of Education that there were 293,698 students enrolled in French immersion. This statistic indicates that 7.1% of the total eligible students in the country were enrolled in French immersion. The eligible population does not include those students whose first language is French (CPF, 2004, pp. 61-71). Compared to earlier figures, it shows that there was a slight increase in French immersion population in all provinces (CPF, 2004, pp. 61-71). The table below demonstrates the registration of Canadian students of those eligible for FSL programs with percentage growth for each year, over a three-year period from 2000 to 2003. (See table 2. 4.)

The French immersion method of instruction has been an effective way to acquire proficiency in the French language for many students. Students registered in this program achieve an adequate degree of accuracy in speaking French since French is the language of communication in the classroom and in the school. Nevertheless, the receptive skills (listening and comprehension) of most of the students surpass their productive skills (writing and speaking) (Lapkin & Swain, 1990). Their spoken French in the classroom with teachers and fellow students does not lend itself well to social situations. In other words, it does not reflect the variants of the language spoken by native francophones outside the classroom, because the students learn the language



exclusively in an academic context (Bibeau, 1984; Parkin, Morrison, & Watkin, 1987; Rehner & Mougion, 2003; Singh, 1986).

In spite of these limitations, French immersion programs have played an important role in the Canadian educational environment. Students rate their French abilities quite high as a consequence of their participation in these programs (Day & Shapson, 1996; Wesche, Morrison, Pawley, & Ready, 1986). Furthermore, parents primarily express satisfaction with the outcomes of these programs.

### Support for French Second Language Programs

In Canada, the federal government has played an important role in forming and sustaining FSL programs. Furthermore, parental involvement in FSL programs encouraged through the *Canadian Parents for French* (CPF) organization has provided support, improvement, and success to these programs.

**Table 2.4 – Immersion enrolment by jurisdictions, CPF, pp. 61–86**

Province	2000-01	2001-02	2002-03
Br Columbia	30,423 of 632,024 EP or 4.8%	31,136 of 632,024 EP or 4.9%	31,190 of 620,044 EP or 5%
Yukon	365 of 5,782 EP or 6.3%	343 of 5,467 EP or 6.27%	369 of 5,472 EP or 6.74%
Alberta	26,966 of 577,127 EP or 4.67%	27,715 of 576,728 EP or 4.8%	28,320 of 579,309 EP or 4.88%
Saskatchewan	8,990 of 183,461 EP or 4.9%	8,737 of 180,055 EP or 4.85%	9,150 of 176,551 EP or 5.18%
Manitoba	17,195 of 186,932 EP or 9.19%	17,159 of 185,793 EP or 9.23%	17,174 of 183,943 EP or 9.33%
Ontario	117,985 of 2,076,060 EP or 5.68%	115,155 of 2,070,270 EP or 5.56%	115,652 of 2,072,589 EP or 5.58%
Québec	40,592 of 119,353 EP or 34%	43,940 of 121,243 EP or 36.24%	45,598 of 122,494 EP or 37.22%
New Brunswick	22,664 of 86,555 EP or 26.18%	22,831 of 85,689 EP or 26.64%	22,639 of 84,575 EP or 26.76%
Nova Scotia	11,463 of 151,764 EP or 7.55%	12,308 of 149,421 EP or 8.23%	13,154 of 146,540 EP or 8.97%
PEI	3,781 EP n/a	3,795 EP n/a	3,972 of 22,275 EP or 17.83%
Newfoundland	4,956 of 89,911 EP or 5.51%	5,395 of 86,650 EP or 6.22%	5,680 of 84,038 EP or 6.75%
Total	286,003	289,104	293,698

The CPF cooperates with the *Office of the Commissioner of Official Languages* (OCOL), the *Federal Department of Canadian Heritage* (PCH), and the *Privy Council Office* (PCO) to provide the resources that bilingualism can offer; however, it does not involve itself in second-language methodology. Tucker (1999) indicated,

The cumulative evidence from research conducted over the last three decades at sites around the world demonstrates conclusively that cognitive, social, personal, and economic benefits accrue to the individual who has an opportunity to develop a high degree of bilingual proficiency when compared with a monolingual counterpart. (para. 9)

In 2003, the federal government's *Action Plan for Official Languages* pledged an additional \$137 million over a five-year period for French second language education to confirm Canada's ongoing commitment to linguistic duality. The funds were targeted to improve both the core and French immersion programs, using innovative and new approaches (Lamy, 1976). French immersion programs were also revitalized, providing more qualified teachers, additional high-quality teaching materials, and diverse opportunities for students to improve and use their FSL skills (CPF, 2004, p. 5). Similarly, the CPF identified public accountability, shortages of qualified teachers, student enrolment and attrition, and evidence of student achievement as issues, and made efforts to cope with them to promote FSL programs (CPF, 2004, p. 2).

In 2008, Bernard Lord, the former premier of New Brunswick, reported, [... ] given that the *Action Plan* will soon be coming to an end, the Government organized consultations in order to gather the perspectives of Canadians on important issues relating to linguistic duality [... ] These consultations are just one of the sources of information that will inform the elaboration of the next phase of the *Action Plan*. The results will

complement the work carried out by the parliamentary committees on official languages [...]. (Canadian Heritage, 2008, p. 1)

Hence, the *Roadmap for Canada's Linguistic Duality* (2008-2013): *Acting for the Future* was established by the government of Canada as the next phase of the *Action Plan*. Five areas were at the heart of the Roadmap: (a) emphasizing the value of linguistic duality among all Canadians, (b) building the future by investing in youth, (c) improving access to services for official-language minority communities, (d) capitalizing on economic benefits, and (e) ensuring efficient governance to better serve Canadians. Thus, the goal was to help to promote the vitality of official-language minority communities, and to offer every Canadian the benefit of linguistic duality. The Government also aimed to ensure that services were provided in both English and French. For instance, English- and French-speaking Canadians could work within federal institutions in the language of their choice.

*The Roadmap for Canada's Official Languages* (2013-2018): *Education, Immigration, Communities* came after the *Roadmap for Canada's Linguistic Duality* (2008-2013). In this new Roadmap, Canadian Heritage provided support for second-language learning in collaboration with provincial and territorial governments. The evaluation tools to measure students' language proficiency in projects like intensive English and French programs were also developed to keep young people interested in second-language learning, and improve their chances of success: evaluation was based on real-life situations rather than exam grades. Furthermore, Canadian Heritage will continue to fund immersion programs, to develop language course options for secondary school students, and to offer teacher training and development. Building on the success of the past five years, the Government intends to focus on strengthening the investments in education, immigration and community support.

Communicating with people from another official language group raises language learning. Therefore, the Council of Ministers of Education will continue to run official language monitor and bursary programs. Furthermore, exchange programs will maintain support from Canadian Heritage to provide Canadian young people with more opportunities to learn the culture of another Canadian community, and to enhance their second official language skills. Canadian Heritage will also continue to provide support for minority-language education (Canadian Heritage, 2013).

The *Roadmap for Canada's Linguistic Duality 2008-2013*, as the most comprehensive investment in the two official languages in Canada's history, was based on two pillars including the participation of all Canadians in linguistic duality, and support for official language minority communities. However, the new *Roadmap* (2013-2018) is built around three new pillars: education, immigration, and communities focusing on the social and economic benefits of the two official languages for Canadians. An evaluation of the *Roadmap* (2008-2013) was carried out by Canadian Heritage's Chief Audit and Evaluation Executive, in collaboration with the Interdepartmental Evaluation Steering Committee and the Interdepartmental Evaluation Working Group. This evaluation covered the period from 2008 to 2012.

The *Roadmap* (2008-2013) focused on issues related to relevance, implementation, and performance. Overall, the evaluation finds that the Roadmap contributed to the capacity of French-speaking Canadians across Canada and English-speaking Canadians to live and work in vibrant communities in the language of their choice. Nonetheless, some major challenges still remained. Half of entitled francophones were not attending minority language schools. Academic performance of Francophone students in some regions of Canada was poor. Moreover, certain areas including early childhood, literacy, and arts and culture were feeble.

These issues are sometimes related to the language itself as the focus of a policy, or related to an instructional method encouraged in the policy (Canadian Heritage, 2012).

FSL programs are adapted to the main curricula provided by the provincial or territorial governments, and the methodology for delivering and evaluating the curriculum differ from province to province. Provincial governments use FSL research to set policies, and establish goals for student language achievement to ensure the quality of the program. Furthermore, consultation with teachers and parents within the school division is an important part of planning for the program and its delivery.

### **The Saskatchewan Curriculum for French as a Second Language at the Elementary Level**

The principal aim of the French immersion program is to assist students to achieve strong listening, speaking, reading, and writing skills in French, and to improve their abilities to perform adequately and meet with success in this rapid economic changing world. Besides, the program is designed to develop an understanding of the cultures of French-speaking societies, and an integration of this cultural study into language instruction (Ministry of Education, 2001).

The elementary school curriculum for French immersion prepares students for success in the future programs at the secondary level. Therefore, the basis of the secondary school curriculum is built on the knowledge and skills that students acquire in their elementary programs. An immersion program starting in Grade 1 primarily provides instruction in all the subjects in French, until Grade 3 or 4 when students begin their study of English language arts. Instruction in English then is extended to include other subjects. Students receive up to 50-70 percent of their instruction in English by the end of Grade 8 (Ministère de l'éducation de la Saskatchewan, 2008).

Saskatchewan Ministry of Education (2008) indicated the instructional time of each subject taught in the elementary French immersion school (Grade 1 to 5) per week as it is shown in Table 2. 5.

### Major Educational Orientations

The Ministry of Education of Saskatchewan provides all K-12 students with three major orientations: to develop learning engagement, to develop personal and communal identity, and to develop the sense of being engaged citizens (Ministère de l'éducation de la Saskatchewan, 2008). I describe these in the following parts.

**Figure 2.1 – Major Educational Orientations (Ministère de l'éducation de la Saskatchewan, 2008)**



**Table 2. 5 – Distribution of Teaching Time in Immersion Program (Ministère de l'éducation de la Saskatchewan, 2008)**

Subject	Minutes
Language *	750
Mathematics	170
Science	120

Social Studies	120
Physical Education	120
Health	60
Art	160
Elective	120

\* From Grade 2 or 3, the time is shared between English and French.

### **To develop learning engagement.**

The Saskatchewan Ministry of Education (2008) articulated its belief that a student who is engaged in the learning process acquires technical skills, management or professional skills, communication skills, and interpersonal skills. These skills are achieved through various ways of learning—collaboration, observation, oral tradition, and sharing the power. Students will be able to discover and understand the dynamic nature of the world through their studies, and interaction with the environment and diverse cultural context. Learning to be critical also makes students curious, open-minded, and perseverant. The students then develop their autonomy, enhance their knowledge about the world’s future, as well as past and present, and create new ideas based on their needs and areas of interest. Therefore, it should be taken into consideration that the human being can continue to engage in learning throughout his life (Ministère de l’éducation de la Saskatchewan, 2008).

### **To develop personal and communal identity.**

The Saskatchewan Ministry of Education (2008) suggested that students develop their personal and communal identity, creating their relationship with others within their local, regional, provincial, national, and international communities. Thus, their personal, as well as communal contribution is formed within the community since the shared vision of the community guides thoughts, actions, and representations of the individuals and their community.

In their relationships, students try to keep the balance between the intellectual, social, physical, and spiritual aspects of their life. Cultural diversity, and communication with others enables students to gain intrapersonal, interpersonal, and intercultural competences, and to acquire self-awareness (Ministère de l'éducation de la Saskatchewan, 2008).

### **To develop the sense of being engaged citizens.**

With respect to the sense of being engaged citizens, the Saskatchewan Ministry of Education suggested that a student, who develops the sense of being an engaged citizen, demonstrates honesty, integrity, respect, courage, and compassion. The student makes choices in his or her habits, career, or life, taking into account his or her role as a consumer who is aware of his or her impact on socioeconomical and environmental viability, in all the communities to which he or she belongs. Students contribute to initiating and guiding the changes that are favourable to all in order to meet present and future needs, respecting the dynamics of past agreements between people (Ministère de l'éducation de la Saskatchewan, 2008).

### **Planning Student Programs**

The Ontario Ministry of Education (2001) represents a different provincial jurisdiction, yet details of their planning are valuable to examine on account of similarities with Saskatchewan in their orientation towards FSL programs. In planning French immersion programs, due to the independent language functions in reading, writing, and the use of oral language, teachers should aim to combine materials from different strands, and to help students to learn the language skills, using interesting methods and purposeful activities. For instance, students will listen to presentations to supplement their reading, or talk about a topic before writing about it. The Ontario Ministry (2001) also indicated that teachers in this program plan to broaden students' knowledge and skills by teaching other subjects in addition to the language.



That is to say, they emphasize the importance of language skills in the course of instruction in other subjects.

In Ontario, the focus of instruction in the immersion programs is on effective communications. Students get involved in activities such as reading, making oral presentations, or discussing topics with their partner that each put emphasis on the interactions within the classroom, and encourage students to communicate with one another. Furthermore, while teachers are providing instruction and practice in reading for comprehension, they teach essential and specific aspects of grammar, spelling, and punctuation. Consequently, students will be able to apply these skills in editing their writing and to produce clear, precise, and coherent written work (Ontario Ministry of Education, 2001).

Moreover, in the immersion program in Ontario, reading activities are designed with the goal to enable students to become receptive to new ideas. For teachers, selecting appropriate literature is of primary importance. They assign readings considering what is appropriate and challenging to students' level of proficiency in French, and help them to choose books for their own reading, as well (Ontario Ministry of Education, 2001).

### **Assessment and Evaluation**

In Saskatchewan, assessment is a process of collecting information about student learning. In other words, assessment shows what the student has learned, and it is understood through reflection and feedback. Therefore, the student has the opportunity to improve before the final judgment—evaluation. Evaluation shows the level of students' achievement (Ministère de l'éducation de la Saskatchewan, 2008).

According to the Saskatchewan Ministry of Education (2008), there are three purposes for assessment and evaluation: (a) the assessment for learning that shows the increase in

learning, (b) the assessment as learning that shows the promotion of students' participation in the learning process, and (c) the assessment of learning that judges the result of learning achievement (Ministère de l'éducation de la Saskatchewan, 2008) (see Table 2.6).

### **Strands in the French Immersion Curriculum**

The French immersion program is designed to develop three main areas of language use in all grades: oral communication, reading, and writing. In the design of these areas, teachers seek to provide students with the ability to use oral language precisely and adequately, to comprehend various kinds of readings, and to interpret and respond to them drawing on a solid basis of spelling and grammar. In Ontario, it is mandatory that students achieve all the skills and knowledge outlined above. The students also have the opportunity to apply and practice these skills, while they are studying other subjects taught in French (Ontario Ministry of Education, 2001).

#### **Oral communication.**

The FSL curriculum in Ontario and Saskatchewan, for example, emphasize developing oral communication skills to help students to express themselves with clarity and confidence, and finally to communicate accurately with others. Speaking and listening are developed together, due to the fact that they are integrated in real-life situations. Students will be able to read and write as a consequence of developing their oral communication skills (Kutsyruba, Burgess, Walker, & Donlevy, 2013; Ministère de l'éducation de la Saskatchewan, 2008; Ontario Ministry of Education, 2001).

Before students start to communicate in French, in the view of both ministries of Education, they need to spend a sufficient "listening period" to develop strategies—to observe body language and facial expressions, to listen to intonations, to use clues from context, and to

think of familiar words. As a result, they can understand the spoken language. The students also get involved in the activities, in which they speak French for real purposes, as they discuss subject matter under study, give oral presentations, and conduct surveys and interviews. Likewise, they listen to French (both live and recorded) spoken by people of different ages, in different accents, and at different rates of speed (Ontario Ministry of Education, 2001).

**Table 2.6 – An overview of Assessment and Evaluation in French Programs in Saskatchewan (Ministère de l'éducation de la Saskatchewan, 2008)**

Assessment		Evaluation
Assessment for Learning	Assessment as Learning	Assessment of Learning
Formative Assessment (in the classroom)		Summative Assessment (final exam)
<ul style="list-style-type: none"> <li>• feedback by the teacher, student reflection, and peer feedback</li> <li>• assessment based on the learning outcomes of the curriculum, reflecting the realization of a specific learning task</li> <li>• revision of the plan of education taking into account the data</li> </ul>	<ul style="list-style-type: none"> <li>• auto evaluation</li> <li>• information given to students on their performance getting them to think about ways to improve their learning</li> <li>• criteria established by the students from their learning and their personal learning objectives</li> <li>• adaptations made by the student's learning process based on the information received</li> </ul>	<ul style="list-style-type: none"> <li>• teacher assessment based on criteria from the learning outcomes</li> <li>• judgment of student achievement in relation to learning outcomes</li> <li>• transmission of student achievement to parents, school staff and boards</li> </ul> <p>*This evaluation may be normative, that is to say, based on the comparison of student performance to that of others.</p>

### **Reading.**

In the FSL curriculum, the Ontario Ministry of Education has suggested that there must be a strong focus on the development of the skills that students need to become effective readers

of French texts. That is to say, “an effective reader is one who not only grasps the essential ideas communicated in a piece of writing, but who is able to use and apply these ideas later in new contexts” (Ontario Ministry of Education, 2001, p.13). Students, therefore, develop their capacity, creativity, and critical thinking.

It should be taken into account that a well-balanced reading program does not only provide students with reading for information and reading for learning, but also with many opportunities to read for pleasure and for self-enrichment. These reading activities are considered important in the elementary level, since attitudes to and habits of reading are formed in the early stage of education (Ministère de l’éducation de la Saskatchewan, 2008).

In order to be able to read fluently in a second language, the Saskatchewan Ministry of Education suggests that students should read frequently to develop their reading skills, because reading is a complex process and particularly more complex in a second language. Students might reread a passage, or look up new words in the dictionary when the meaning is not clear to them. Moreover, it is difficult to determine the relationship between written language and speech and understand the meaning of what is being said in the reading (Ministère de l’éducation de la Saskatchewan, 2008).

According to Ontario Ministry of Education (2001), a variety of materials should be included in the reading program:

Picture books, chapter books, stories, novels; poetry; myths, fables, folk tales; books on science, history, mathematics, geography, and other disciplines; biography, autobiography, memoirs, journals; encyclopedias; graphs, charts, diagrams, instructions, manuals; newspapers, editorials, articles; essays, reports; plays; scripts for television or radio) for various purposes (e.g., for information, enjoyment, practice, vocabulary

building), some determined by the teachers and some by the students, including works produced by French-speaking Canadians. (pp.13-14)

### **Writing.**

In writing, the FSL program focuses on the foundational skills related to grammar, spelling, and punctuation to enable students to communicate their ideas effectively, and to write clearly and precisely. Teachers try to teach aspects of grammar or spelling as much as possible through the use and application of purposeful contexts. Writing activities on topics that interest students and challenge them to think creatively will lead to a better and more lasting mastery of the basic skills (Ontario Ministry of Education, 2001).

In order to develop writing skills, students need to read more, as they increase their vocabulary, and learn new sentence structures. Furthermore, it is necessary to write frequently for various purposes and audiences, as there are practical skills in the various tasks of the writing process: students discuss to generate ideas for writing, and then revise the initial draft to correct the errors and improve their writing style (Ministère de l'éducation de la Saskatchewan, 2008).

It should be taken into account that listening, speaking, reading, and writing are inseparable, since they are integrated and have an impact on one another—students usually need to discuss, or read before writing about a topic. Similarly, they need to talk and discuss about what they are going to read. Consequently, they improve their French speaking, and writing by reading, as their reading develops by the oral communication. The achievement of these four skills also depends on the value of learning and the appreciation of francophone cultures that are in constant interaction with language competencies (Ministère de l'éducation de la Saskatchewan, 2008).

### **The value of learning French and appreciating francophone culture.**

Saskatchewan Ministry of Education documents suggest that it is important that students use learning French as a way to develop their (a) individual capacities such as confidence and openness to the world, (b) intellectual capacities, for example the ability to access and utilize other educational materials and more information to be able to solve problems, and (c) social capacities such as respect for differences and critical approach to prejudices and stereotypes. Hence, it is obvious that situations and learning activities implemented by the teacher play a vital role in creating a climate that encourages the enhancement of learning French (Ministère de l'éducation de la Saskatchewan, 2008).

The link between culture and language is often so narrow that in many circumstances one cannot communicate effectively with people without having some knowledge of their culture. Thus, the French immersion program aims to highlight this link, integrating cultural components such as ways of living, behaving, and thinking, beliefs, history, geography, art, and recreation into the program. This integration facilitates the understanding of the second language, and makes more effective communication with francophones in Canada and elsewhere (Ministère de l'éducation de la Saskatchewan, 2008).

Integrating culture into language teaching should be done in a natural way and in accordance with themes and situations. That is to say, before reading or listening to a statement (story, movie, article, etc.), teachers prepare students to understand the content, and construct a knowledge base from which to start. The Saskatchewan Ministry of Education has suggested that teachers should avoid planning units or select resources for the sake of teaching the French culture (Ministère de l'éducation de la Saskatchewan, 2008). For instance, when students are required to read a novel or watch a movie that takes place in Québec, teachers prepare them for a

better understanding, providing the following information: (a) place and geographical location; (b) levels of language, typical expressions; (c) influences from other cultures (the presence of English words in some contexts as we talk about popular music, for example); (d) school systems; (e) customs, celebrations and cultural events; (f) historical events; (g) buildings; (h) food; and (i) family (world view).

The Ministry further suggested that the integration of learning outcomes related to culture can be done in various situations and circumstances: (a) readings such as novels, magazines, etc., (b) listening activities such as games, songs, and rhymes, (c) viewings films, television shows, DVDs, websites, and photos, (d) visits and interviews with francophone personalities, and (e) exchanges with correspondents. As culture will be naturally discussed in a variety of situations through communications, students' knowledge of francophone culture and diversity will increase (Ministère de l'éducation de la Saskatchewan, 2008).

In the French immersion program, to raise awareness of an element of curriculum connected to cultural differences, rather than introducing elements that differ, teachers begin with situations that students may have themselves experienced and that are similar to those aroused from the text (Ministère de l'éducation de la Saskatchewan, 2008).

### **French Immersion for Exceptional Students**

One of the important aspects of planning and implementation of the curriculum is to recognize students with intensive needs, and to provide appropriate services and programming for them. Many human service agencies and ministries in Saskatchewan, including the ministries of Health, Social Services, Corrections, Public Safety and Policing, Advanced Education, and Employment and Immigration assist school divisions in providing equitable opportunities to students with intensive needs. Furthermore, administrators, classroom teachers,

qualified student support services, teachers and educational assistants, social workers, counsellors, and nurses work within the school divisions with students with intensive needs (Saskatchewan Ministry of Education, 2010).

Saskatchewan Ministry documents note that a Personal Program Plan (PPP) will be developed for students with intensive needs based on the information provided by teachers and other professionals administering diagnostic, formative, and summative assessments. The information “includes student background information, strengths, weaknesses, current levels of performance, short-term objectives and strategies, and annual outcomes and plans for evaluation” (Saskatchewan Ministry of Education, 2010, p. 66). A Personal Program Plan is then implemented and supports are put in place for the student. Personal Program Plans are audited by the Ministry of Education. Therefore, complete documents are attached to the PPP that support the identification of the students.

It is important that all those who are involved in developing the PPP work collaboratively, review the students’ progress constantly, and make adjustments to the PPP when necessary. Parents, who offer a valuable source of support for their children’s learning, should be also kept informed of the program and the students’ improvement (Saskatchewan Ministry of Education, 2009).

In planning for exceptional students, the Saskatchewan Ministry of Education has advocated that resources, accommodation, and appropriate methods are important to achieve learning expectations. Teachers use particular strategies (use of technology and multimedia), activities (styles of presentation), and materials (the curriculum content) to meet the needs of these students. Similarly, the particular assessment and evaluation procedures are used, as



students may need to complete tests verbally or in other forms considering their needs (Saskatchewan Ministry of Education, 2009).

Nonetheless, “35 % of Canadian parents in Saskatchewan in 2006 reported that their children with the need to specialized education are not receiving this type of schooling. However, this proportion is the lowest in Canada, compared to 49 % of all similar parents in Canada” (Statistics Canada, 2010, n.p.). Compared to students enrolled in Canadian regular English programs, there is a limited access to special education programs and services for exceptional French immersion students (Genesee, 2007; Genesee & Jared, 2008; Mady & Arnett, 2009). Parents with exceptional children are encouraged to transfer to English programs where they have access to better support services (Cummins, 1984; Stern, 1991). Cadres of teachers who are both proficient on French language and qualified for special education have been reported within the last decade (Arnett & Mady, 2010; Canadian Council on Learning, 2007; Collinson, 1989). From a pedagogical perspective, Wise (2012) criticized the inequitable practice of the provincial funding that limited access to special education programs for French immersion learners.

### **Guba’s Domain Model**

Language policy makers should not ignore the role and effect of micro-level stakeholders at schools in the implementation of French immersion programming. Since, Guba (1984) defined policy as,

the output of the policy making system: the cumulative effect of all the actions, decisions, and behaviours of the millions of people who work in bureaucracies. [Policy] occurs, takes place, and is made at every point in the policy cycle from agenda setting to policy impact. (p. 65)

According to Guba (1985), policy reflects three domains for which this term is defined: *policy-in-intention*, which is the domain of legislators and policy makers, *policy-in-implementation* that is the domain of policy implementers, or agents who execute the particular plans offered by the policy definition, and *policy-in-experience* that “is the domain of putative policy beneficiaries and unintended victims” (p.11). Therefore, it is not possible to consider policy as the only factor involved in what happens in actual practice, and relate what happens as a result of a policy to the result of a policy-in-intention. Since the result can be related to the policy-in-implementation, as well as the policy-in-experience, the impact of policy depends on the implementation and the beneficiaries’/victims’ experience of the policy.

Guba (1985) noted, “It is never the policy that is tested but only some treatment or program undertaken in the name of the policy, together with the experience of that treatment or program by the target group and other affected stakeholders” (p. 11). That is, the policy of federal government whose goal is to improve the condition of the poor can be affected in various ways including distributing cheese, by welfare payments, by job programs, or by negative income tax rebates. Thus, what is evaluated is the effects of these various programs, not the policy. However, policy analysis is “a process that arranges possible policies along some value continuum (or, in our pluralistic society, along multiple value continua on which a given policy alternative can and probably would assume different priorities)” (p. 12). Guba and Lincoln (1981) concluded that,

the end product of evaluation is a judgment of the merit and/or worth of a treatment or program and the end product of policy analysis is a series of prioritized policy options (together with the value systems that give rise to the weightings). (p. 12)

In my research to explore the perceptions of stakeholders regarding French immersion programming, I wanted to identify what the intentions of the language policy are, and how they are interpreted and implemented. Administrators' descriptions of the policies on French immersion collected from the governmental websites provided information pertinent to *policy-in-intention*; principals' and teachers' descriptions of the content of French immersion programs provided information related to *policy-in-implementation*, and the students' and parents' perceptions of the programs provided information relevant to *policy-in-experience*.

### **Summary**

In this chapter I began by considering the history and development of Language Policy and Planning (LPP), followed by language politics and planning in Canada at the federal and provincial level, particularly in Saskatchewan. I summarized the four French Second Language (FSL) programs, introducing Saskatchewan curriculum for French immersion programs. Finally, I outlined Guba's *Domain Model* as my framework in this study. In the Chapter that follows, I examine the research methodology and method employed as I pursue answers to the research questions that guide my study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

In this chapter, I describe the particular methodological procedures I employed as this study was conducted and data were collected. Due to the fact that methods should fit with the purpose of study, I describe below (a) the purpose of this study, (b) my personal orientation toward research, (c) the naturalistic inquiry of policy analysis, (d) the case study design within the pragmatic paradigm, (e) the quality criteria for mixed methods research, and (f) the methods and data collection techniques I employed.

#### **Purpose and Researcher's Orientation**

This study explored the perceptions of stakeholders pertaining to the intention and implementation of French immersion programs in elementary schools. Therefore, identifying the intentions of the language policy, the process of their implementation, and experience of stakeholders are important to understand. In my research, administrators' descriptions of the policies on French immersion programming through the governmental websites provided the collected data related to *policy-in-intention*; principals' and teachers' descriptions of the content of French immersion programs delivered provided information pertinent to *policy-in-implementation*, and the students' and parents' perceptions of the programs gave us the data relevant to *policy-in-experience*.

According to Guba (1985) "the policy which was intended [...] often turns out not to be the policy which is written...or the policy adapted in the process of devising the rules and regulations which accompany its promulgation" (p. 554). To bridge the gap between the implicit

or practiced curriculum and the curriculum-in-intention, school administrators should cooperate closely with teachers, students, and parents in evaluating the system (Kelly, 2009).

### **Policy Analysis**

The logic of policy analysis emphasizes careful definition of policy problems, consideration of options, and interventions that lead to amelioration or improvement.

While Guba (1984) gave eight different definitions of policy, the definition below is selected for the purposes of this particular study. According to Guba (1984), policy is “the effect of the policy making and policy implementation system as it is experienced by the client” (p. 65). For Guba (1984), what is important about the definitions of policy is to know,

[...] not all definitions are equal in their consequences for policy analysis [...]. Each definition calls for its own data, sources, and methods, and produces unique outcomes [...] [and] each different definition has an enormous impact on the processes and products of policy analysis. (p. 70)

Given Guba’s definition, the term *policy* does not denote a single concept and reflects three domains: *policy-in-intention*, *policy-in-implementation*, and *policy-in-experience*. Stakeholders are exclusively useful sources due to their constructions in this policy definition (Guba, 1984). Therefore, for policy analysis, it is not appropriate to relate what happened to the result of a policy-in-intention, since the result can be related to the policy-in-implementation, as well as policy-in-experience, as the impact of policy depends on the implementation and the beneficiaries/victims’ experience of the policy.

For Lincoln and Guba (1986),

Policy analysis is a type of disciplined inquiry undertaken to gather and display (including contextual data) for and against alternative policy options (intended, already implemented, or experienced) in order to inform negotiations over choices in terms of the multiple values of relevant audiences. (p.557)

As a result, policy analysis—depending on which definition of policy is adopted—yields different outcomes. For this study, as

policy is the impact of the policy-making and policy-implementing system as it is experienced by the client, the chief policy analysis products are client or target group constructions (positive and negative) of what the policy is doing in their lives. (Lincoln & Guba, 1986, p. 560)

Policy is not a singular concept and represents different realities at different levels (intention, implementation, and experience). In other words, different contextual factors characterize different policy arenas. If policy-in-intention is considered, a policy analysis completed under naturalistic assumptions facilitates determination of both policymaker intentions and client needs. If policy-in-implementation is addressed, a policy analysis completed under the naturalistic inquiry facilitates the discovery and description of informal (and occasionally formal) adaptations made by those charged with implementation. If policy-in-experience is considered, a policy analysis completed under the naturalistic assumptions facilitates the description of clients' experience practicing the policy (Lincoln & Guba, 1986).

Policy analysis should be done in a paradigm that is not value-free since policies do not exist in nature and are socially constructed (Guba, 1984). The naturalistic inquiry provides the "thick description" in the natural setting, in attempting to understand phenomena and meanings as the clients understand them. According to Lincoln and Guba (1986),

In relation to applied research, the question of application—to a particular situation at a particular time and place—is central. Naturalistic inquiry is in the best position to determine those contextual elements that support the design and development process, or which need to be considered before an application can be made. (p. 561)

Therefore, this study took place in schools where the data regarding stakeholders' perceptions of the French immersion program were collected while the program was implemented and practiced. The naturalistic paradigm of this study adopts a pragmatic approach, where using both quantitative and qualitative research helped to seek knowledge and to understand the phenomena and the meanings that stakeholders bring to them (Bogdan & Biklen, 2007; Guba & Lincoln, 1986). Creswell and Plano Clark (2007) indicated that pragmatists focus on research that is real-world practice oriented and is intended to be purposeful and practical.

### **Case Study**

Yin (2014) defined a case study as an inquiry to study “a phenomenon in depth and within its real-world context” (p. 16). For Gall, Gall, and Borg (2010), “the case study is conducted to shed light on a particular phenomenon—that is, a set of processes, events, individuals, programs, or any other events or circumstances of interest to researchers” (p.338). Case studies give researchers the opportunity to describe cases in depth and detail, in context, and holistically (Patton, 1990). In other words, the case study gives a better understanding of an issue by getting familiar with the complexities that surround it as it exists in its natural setting and ensures that the issue is not explored through one lens, but rather a variety of lenses that allow for multiple facets of the phenomenon to be revealed and understood (Baxter & Jack, 2008; Yin, 2014). It is essential that the researchers understand the participants' viewpoints

about the phenomenon under study, while maintaining their own point of view (Gall, Gall, & Borg, 2010).

Case study research is not just a form of qualitative research, nor is it limited to quantitative evidence. Rather, it allows for the application of both qualitative and quantitative research methods (Yin, 2014). Likewise, in the pragmatic paradigm “multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis in the mixed methods study” are provided (Creswell, 2003, p.12). Creswell and Plano Clark (2007) outlined the basic fundamental assumptions of pragmatism that support mixed methods research. In terms of ontology—what is the nature of reality—the pragmatic paradigm comprises both singular and multiple realities. From epistemological reflection—how reality can be known, and what is the relationship between the researcher and what is being researched—pragmatic researchers use what they believe works including tools from both positivist and interpretivist paradigms to address the particular research question. Similarly, in the pragmatic paradigm, methodology, the process of gaining knowledge and understanding, includes collecting both quantitative and qualitative data and combining them.

Miles and Huberman (1994) defined the case as, “a phenomenon of some sort occurring in a bounded context. The case is, ‘in effect, your unit of analysis’” (p. 25). Gall, Gall, and Borg (2007) distinguished two types of case study design with respect to the *unit of analysis*<sup>1</sup> as it follows,

In a single-case study design, the unit of analysis could be a single individual (e.g., one teacher) or a single instance of a phenomenon (e.g., one occurrence of a school shooting), or it could be a number of similar individuals (e.g., several teachers involved in an

---

<sup>1</sup> The unit of analysis for a case study is the aspect of the phenomenon that will be studied in one or more cases.



innovative training program) or several instances of the same phenomenon (e.g., three schools that each experienced an incidence of school shooting within the past 5 years) that are collectively studied as one case. In a multiple-case study design, the unit of analysis needs to be at least two or more individuals or two or more instances of a phenomenon, selected either to be similar to each other or different from each other in some way that is of interest to the researchers. (p. 178)

The case study undertaken within this dissertation research explored grade 8 stakeholders' perceptions related to French immersion programming. I approached this study as a multi-sites case study that includes three schools, finding out the rates of satisfaction among stakeholders with French immersion programming, and then dealing with *how* and *why* such outcomes happened. Therefore, the goal of my research was to study the perspectives of those in the field, grade 8 students, their perspectives, how they acted and reacted in their natural setting. That is, the Grade 8 students' perceptions were the main focus of this case study, and the perceptions of principals, teachers, and parents were used as contextual data. Consequently, the final analysis included data about grade 8 stakeholders but also included separate, single-case data about the schools and their practices.

Based on the purpose of the study, different case studies are used. An *instrumental* case study is used mainly to provide insight into an issue, "to illustrate the issue" (Creswell, 2002, p. 485), whereas *intrinsic* case studies are used to hear the voices of those "living the case" (Stake, 2005, p. 445). This research includes *multiple case studies*, "extended to several cases" and "are chosen because it is believed that understanding them will lead to better understanding" (Stake, 2005, p. 446). Stake (1995) also used the term collective case study when more than one case is being examined.

A multiple or collective case study allows the researcher to analyze within each setting and across settings (Baxter & Jack, 2008). According to Yin (2012), “in a multiple-case study, one goal is to build a general explanation that fits each individual case, even though the cases will vary in their details” (p. 148). I conducted this study in the school, the natural setting, in attempting to understand phenomena and meanings as the students understand them. The next portion will discuss pragmatism as a philosophical paradigm.

### **Pragmatism as the Philosophical Partner for Mixed Methods Research**

Johnson, Onwuegbuzie, and Turner (2007) declared “today, the primary philosophy of mixed methods is that of pragmatism” (p. 113). For pragmatists reality is “an adaptive response to environmental conditions” (Johnson, Onwuegbuzie, & Turner, 2007, p. 188), and experienced and revealed through actions. Pragmatism’s “philosophical doctrine denies the possibility of obtaining absolute truth” (Dunn, 2005, p. 187), and focuses on research that is real world practice oriented and intended to be purposeful and practical.

In pragmatism “knowledge is viewed as being both constructed and based on the reality of the world we experience and live in” (Johnson & Onwuegbuzie, 2004, p. 18). Therefore, pragmatism helps to mix research approaches fruitfully and in ways that offer the best opportunities for answering important research questions. Likewise, Onwuegbuzie and Leech (2005) identified that pragmatic researchers have the advantage of using qualitative research to inform the quantitative portion of a research study, and vice-versa, rather than restricting or constraining their choices to monomethod studies.

Pragmatism is a philosophy that legitimates the use of multiple approaches in answering research questions, and suggests researchers take a diverse approach to method selection and the thinking about and conduct of research. According to Johnson and Turner (2003) researchers

should collect different data using multiple strategies and methods that result in complementary strengths and non overlapping weaknesses.

The inclusive, pluralistic, and complementary logic of the pragmatic method rejects the dualism between inductive and deductive reasoning, but moves back and forth between *induction* (or discovery of patterns) and *deduction* (testing of theories and hypotheses) while utilizing *abduction* (uncovering and relying on the best of a set of explanations for understanding one's results) (Johnson & Onwuegbuzie, 2004). Teddlie and Tashakkori (2009) expressed a similar point of view about how the researcher makes decisions to use quantitative or qualitative methods with regards to a "current statement of the research questions and the ongoing inductive-deductive research cycle" (p. 87). They claimed pragmatic researchers "can choose to use both inductive and deductive logic to address their research questions" (p. 89) or a third type of logic—called abduction—"when a researcher observes a surprising event and then tries to determine what might have caused it" (p. 89).

Similar to the pragmatics of the authors noted above, Morgan (2007) supported a rejection of dualism, where pragmatic researchers consider *intersubjectivity*—acknowledging the researchers, in their relationship to the research process, works back and forth between the objective and the subjective ways of knowing. There is an "emphasis on processes of communication and shared meaning that are central to any pragmatic approach" (p. 72). However, "[there are] other points, [when] the researcher may not need interaction with the participants" (Teddlie & Tashakkori, 2009, p. 90).

In my study, the perception of stakeholders pertaining to the intention and implementation of French immersion programs in grade 8 in three elementary schools in two urban publicly funded school divisions were used as one way to address the issues of withdrawal

from the program and lack of interest to continue through to the end of grade 12. In other words, the pragmatic emphasis on the research question lent itself to the perceptions of grade 8 stakeholders as they face the present day realities of implementing French immersion programming in schools. Through their experiences, stakeholders can indicate what they find is of practical use in their program, although their feedback and commentaries can not be used for the evaluation of principals and teachers as the policy implementers. I believe my research can result in a valuable contribution to our understanding of stakeholder perception in planning French immersion programming with regards to its goals, intentions, and implementation in elementary schools. Due to the importance of the essential components of implementing French immersion programming, and a close alignment between policy-in-intention and policy-in-experience to provide a sustainable educational system for French immersion students, this research will serve a worthy goal.

### **Methods**

In this study, I selected mixed methods to depict grade 8 stakeholders' perceptions of the French immersion implementation in three elementary schools in two urban publicly funded school divisions in Saskatchewan. According to Creswell and Garrett (2008), "when researchers bring together both quantitative and qualitative research, the strengths of both approaches are combined, leading, it can be assumed, to a better understanding of research problems than either approach alone" (p. 322). Similarly, Creswell and Plano Clark (2007) defined mixed methods as an approach "[that] provides more comprehensive evidence for studying a research problem" (p. 9).

In this approach, it is essential that both quantitative and qualitative be linked, merged, or integrated to provide a united comprehension of the research question and "the most informative,

complete, balanced, and useful research results” (Johnson et al., 2007, p. 129; see also Creswell & Garrett, 2008). Developing a more detailed picture of everyday practice of implementing French immersion programming including both positivist and interpretive paradigms will help administrators to improve the French immersion program regarding its implementation strategies in schools.

By using a mixed methods research approach, both quantitative and qualitative approaches are used for “data collection, analysis, integration, and the inferences drawn from the results” (Creswell & Tashakkori, 2007, p. 108). Within the pragmatic paradigm, with the emphasis on *intersubjectivity* rather than subjectivity or objectivity in the research process and context-specific or universal-generalizable findings, transferability is also well founded. Morgan (2007) explained that transferability should include

a solidly pragmatic focus on what people can do with the knowledge they produce and not on abstract arguments about the possibility or impossibility of generalizability.

Instead, we always need to ask how much of our existing knowledge might be usable in a new set of circumstances, as well as what our warrant is for making any such claims. (p. 72)

Greene (2006) stated that mixed methods researchers hold in high regard how “mixed methods inquiry honours complexity alongside diversity and difference, and thereby resists simplification of inherently contextual and complex human phenomena” (p. 97).

Mixed methods research integrates the strength of both methodologies using quantitative and qualitative techniques in the same framework with regard to the underlying research questions, rather than with respect to some perceived biases about research paradigms (Johnson & Onwuegbuzie, 2004). Further, the weaknesses of qualitative approaches are considered as the

areas of strength in quantitative research. The weaknesses of the qualitative method including limited number of participants and personal biases related to the researchers' interpretations will be offset by the combination of both approaches (Creswell & Plano Clark, 2007).

I used a mixed methods research design to investigate grade 8 stakeholders' perceptions of the implementation of French language programming in three elementary schools in two urban, publicly funded, school divisions in Saskatchewan. There may be evidence of misalignment between policy-in-intent and policy-in-implementation. Moreover, this study may lead to the emergence of new policy and planning regarding French immersion programming.

According to Creswell (2002), quantitative and qualitative data can be collected concurrently, in parallel, or sequentially to enhance, elaborate, or complement one another. In my research study, quantitative methods are initially used to provide a macro context of the stakeholders and the qualitative methods, through the use of focus groups, are used to understand the perceptions of the stakeholders in more depth and in a micro level context. Bryman (2006) identified this rationale as *completeness*. Greene, Caracelli, and Graham (1989) also called this a *complementarity* design that "[measures] overlapping but also different facets of a phenomenon, yielding an enriched, elaborated understanding of the phenomenon" (p. 258).

In this study, quantitative data were collected through questionnaires, while multiple methods were used, comprising focus groups and interviews to gather qualitative data. The necessity to interpret data will lead to *triangulation*. Creswell (2002) suggested that the basic reasoning for the *triangulation mixed method design* was that "one data collection form supplies strengths to offset the weaknesses of the other form" and, moreover, in my research,

the most important advantage presented by using multiple sources of evidence is the development of converging lines of inquiry [...] any finding or conclusion in a case study

is likely to be much more convincing and accurate if it is based on several different sources of information. (Yin, 1989, p. 97)

Triangulation becomes essential as a demand of using mixed methods to integrate a variety of data and methods and to explain in more depth the stakeholders' perceptions pertaining to the intention and implementation of French immersion policy since triangulation helps "to capture a more complete, holistic, and contextual portrayal of the unit(s) under study" (Jick, 1979, p. 603).

Cresswell (2002) explained that one form of data could become *less dominant* in a *dominant* design based on the other form of data. In my research study, quantitative data are collected prior to the collection of qualitative data to elaborate and understand the data in more depth. Ivankova, Creswell, and Stick (2006) also pointed out the decision with respect to weighting either quantitative or qualitative method is made at the design stage or later during data collection or analysis. Tashakkori (2009) stated, "it is only during the process of integration and/or making conclusions that one might be (if at all) able to 'assign' weight to the qualitative or quantitative components" (p. 289). The following discussion will focus more on data collection processes.

### **Data Collection**

In this study, with my focus on understanding micro level practices pertaining to the intention and implementation of French immersion programming in grade 8, I conducted a mixed-method research collecting data through "contact with people in settings where subjects normally spend their time" (Bogdan & Biklen, 2007, p.29). Therefore, the questionnaires were distributed to the participants who are principals, and Grade 8 teachers, students, and parents, prior to being interviewed in the school setting.

Before conducting this research, I completed the application of the University of Saskatchewan Behavioral Research Ethics Board, and solicited the permission of the director of two school divisions of the elementary schools, sending emails and letters. Schools were chosen among two urban publicly funded school divisions in Saskatchewan, based on their availability and willingness to conduct the research. This study was conducted at three levels. The first level includes administrators' descriptions of the objectives and intentions of French immersion programming that were collected from governmental websites, and provided in the second chapter to respectively establish an overview of the formal program and the policies in practice in the schools. The second level includes questionnaires prior to interviews with teachers and principals in establishing the quality of the program and the process of implementation of the policy in the school and classrooms. The third level includes data from Grade 8 students and parents through questionnaires. I also conducted focus groups with students and individual interviews with parents to identify their experience related to the French immersion programming.

The main sources of data were the students. Using Guba's (1985) Domains Model as my framework, data were collected from the principals and teachers, and from students and parents to represent the three levels of policy. The next section provides an overview of this framework.

### **The Domains Model**

The framework that I used to approach my research is the Domains Model (Guba, 1985) in which policy can be applied in three levels: policy-in-intent, policy- in-implementation, and policy-in-experience. Guba (1984) defined policy as "the effect of the policy making and policy implementation system as it is experienced by the client" (p. 65). In this definition, all the clients—including high-level agents, like the members of several provincial legislatures, as well



as lower level of subordinate agents and the operational implementers—are the policy *determiners*. In accord with this definition, policy is formulated within a *point of action*, because policy is the structures implied by clients’ experiences (Guba, 1984).

In the first phase, I collected data from governmental websites with respect to administrators’ responsibility to enforce and develop the curriculum for French immersion programming (policy-in-intent), the second phase I collected data from principals and teachers (policy-in-implementation), and finally the third phase from the Grade 8 students and parents (policy-in-experience). Considering that my research focus was on the domain of policy-in-experience, any discussion of policy-of-intent and policy-in-implementation is understood to provide important contextual pieces of this study.

### **Policy-in-Intent**

According to Guba (1985), “... policy-in-intent is the domain of policy framers or legislators” (p. 11). Therefore, the data are collected from those governmental websites where administrators’ responsibilities to develop and enforce the French immersion programming in the school systems are found.

### **Document overview procedures.**

Policy documents on the governmental websites that included federal and provincial policy on the French immersion programming were collected and included as part of the data on policy-in-intent. Saskatchewan curriculum in the French immersion program and handbooks of the Canadian Parents for French Saskatchewan (CPF-SK) were also included.

### **Policy-in-Implementation**

Considering the purpose of this phase to collect data about the policy-in-implementation, principals and teachers were the appropriate venue of data collection, being asked to complete

questionnaires and to participate in interviews. As Guba (1985) pointed out, “[...] policy-in-implementation is the domain of policy implementers, the agents who carry out the particular programs or treatments undertaken in the name of the policy [...]” (p. 11).

### **Sources of data collection.**

Teachers and principals who are responsible in delivering the programs related to French immersion within the schools were the sources of data collection in this phase. Teachers and principals from the elementary schools received questionnaires prior to being asked to arrange a time for the interviews. The names and identities of the participants were kept in strict confidence, and were anonymized using pseudonyms.

### **Data collection instruments and procedures.**

Teachers and principals were asked to complete the survey after signing the consent forms to participate in this research study. To ensure anonymity, teachers and principals did not put their names on the survey. They were also given the choice of completing some or all of the questionnaire.

In the policy-in-implementation phase, data were collected through the *likert-type Institutional Priorities Survey* (IPS) (Appendix B), followed by *semi-structured* principal and teacher interviews. Later in this document, I discuss the IPS in detail and the way in which it was adapted to the specific needs of the current research study. Likert-type questionnaires measure principals’ and teachers’ perceptions related to the level of importance and level of agreement that the French immersion school meets students’ expectation. According to Mayan (2001), researchers use the semi-structured interviews when they “ [know] something about the area of interest ... but not the answers to the questions that are to be asked” (p.15). Questions were sent in advance, and were structured in an open ended format to obtain additional information from

the principal and teacher participants and give them enough time to prepare for the list of questions (Gall et al., 2003). The time allocated to the interviews was about 30 minutes.

The questionnaire was structured to answer sub question two and interview questions were developed in order to answer the central question of the study and sub question three. The data collected from the *Likert scales* provided information on principals' and teachers' level of importance and level of agreement with the essential components of the students' expectation of the French immersion program at the elementary school level. It also revealed which essential components of the implementation are supported by the perceptions of school principals and teachers in three schools of two school divisions. In the semi-structured interview, the responses provided a description of principals' and teachers' perceptions of present French immersion programming in their school, and answered sub-question 3. They also indicated which French immersion policy practices are widely used and which are supported less frequently.

Semi-structured interviews with principals and teachers were recorded, transcribed, and returned to each of the participants for verification of accuracy—so called, member-checking. Once principal and teacher participants reviewed and revised their transcriptions, I included the revised data as content for the policy-in-implementation phase of the study. Qualitative data were collected to add depth to the quantitative data collected through the administration of the principal and teacher questionnaires.

### **Data analysis.**

According to Hatch (2002), analyzing data should be done in a way that “what has been learned can be communicated to others” (p.148). Searching for meaning and analyzing data begins at the moment the researcher collects data and decides what to ask, what to explore, and

what to ignore. Creswell (2007) indicated data collection, analysis and report writing “are not distinct steps ... they are interrelated and often go on simultaneously” (p. 150).

Creswell (2007) articulated the following procedures in the formal analysis of the interview data: (a) reading and memoing; (b) describing, classifying, and interpreting; and (c) representing and coding using qualitative software (e.g., NVivo). This approach is described as a “process of moving in analytic circles rather than using a fixed linear approach” (Creswell, 2007, p. 150).

Based on the type of information we want to generate, we will decide what technique to use. The advantage of using questionnaires is that a large amount of data can be collected in a relatively short amount of time contributing to the understanding of different perspectives (Patton, 1990). Questionnaires will provide generalizable data, patterns, and tap the surface of meaning. They can “... describe the attitudes, opinions, behaviors, or characteristics of the population” (Creswell, 2002, p. 396).

The other advantage is that the researcher asks question of the participants while they are anonymous and not influenced by the researcher or school. Nevertheless, questionnaires do not provide the full answers, and can be followed by interviews to create a deep understanding of the phenomenon under the study. Andersson (2003) identified another limitation using questionnaires in schools: data from high-risk groups who may have dropped out of schools or were expelled will be underrepresented. However, reliable information is captured from the majority of adolescents through questionnaires (Andersson, 2003).

Descriptive statistics using Statistical Package for the Social Sciences (SPSS) were employed to analyze the quantitative data collected from the questionnaires. The interview data were analyzed through the process described by Creswell (2007). During this phase I

synthesized the data from both quantitative and qualitative findings to answer my research questions.

### **Validity and reliability of questionnaire.**

Reliability and validity of an instrument are the important characteristics that indicate its usefulness and appropriateness. Validity refers to the “degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of tests” (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999, p. 9). In preparation for this research, I adapted the Student Satisfaction Inventory, Parent Satisfaction Inventory, and Institutional Priorities Inventory (see Appendix X and other discussions of these later in this chapter) for the assessment of grade 8 stakeholders’ satisfaction. I adapted these with the advice and guidance of four professors from the College of Education at the University of Saskatchewan. Their consideration of my adaptations is valuable in an attempt to mitigate any change that might arise in the validity of the questions to be asked of participants. My adaptations include slight changes of questions to be more easily understood by students at the elementary level (rather than college or university level, as is found in the original survey). Moreover, the questions related to the adult life and studies on campus (academic advisor, counselling staff, faculty members, parking space, and the residence conditions) were replaced by those more related to the school life (French or English teachers, principals, transportation, and school setting) of the students and stakeholders. The comments from these four advisors were considered essential to avoid any evidence of bias on the part of the researcher and to add more face validity. Face validity “which involves the degree to which the test appears to measure what it claims to measure” (Gall, Gall, & Borg, 2010, pp. 136 - 137) strengthens the evidence for test validity, as well. Additionally, the surveys were

circulated among a group of colleague doctoral candidates to solicit their feedback on readability and clarity.

According to Single, Kandel, and Johnson (1975), to ensure the validity of participants' survey responses, it is essential (a) their responses be confidential and anonymous, (b) the research be legitimate, and (c) there be no adverse consequences in reporting certain behaviours. Therefore, confidentiality and anonymity are considered as important factors through the design of the questionnaire, the procedures to administer the questionnaire, and the presentation of the data.

Reliability, which refers to the consistency in measuring the items that make up the test, is expressed by a *reliability coefficient*. Reliability coefficients range from .00, which means that the test scores consist entirely of measurement errors, to 1.00, which means the measure has absolutely no measurement error. *Cronbach's Alpha* is a measure to quantify the consistency of an individual's scores across different items on a test; it is the analysis of reliability conducted on the questions of this study to ensure results are reliable (Gall et al., 2010). Cronbach's Alpha was calculated for each.

### **Policy-in-Experience**

In order to explore students' and parents' experiences of French immersion programs represented by Guba (1985) as "the domain of putative policy beneficiaries" (p. 11), Grade 8 students and parents completed the questionnaire. Focus groups with students and interviews with parent volunteers were also conducted to further explore their perceptions pertaining to the intention and implementation of the French immersion programming.

### **Data collection procedures and instruments.**

In this phase, questionnaires were administered to entire classrooms of Grade 8 students in three schools in two urban, publicly funded, school divisions in Saskatchewan. Grade 8 parents and students were informed about the research prior to completing the questionnaires. Written instructions were also provided on the top of every page of the questionnaires. In addition, the participants were given the choice not to answer all the questions. Harcourt and Conroy (2005) indicated,

In the institution's attempt to keep children's voices at the forefront of curriculum, any research that is undertaken with young children (by staff or students) that includes the sharing of information, display of work, or documentation of children's thoughts, ideas and theories is required to be done with the informed assent of the child (p. 568).

Therefore, informed assent was absolutely essential in the research process with children. Moreover, a signed permission form from the parents would be needed prior to their collaboration in this research project. To ensure that every student had an equal opportunity to participate, each class had a defined time in one of the classes to complete the questionnaire during the school day. Similar to the policy-in-implementation phase, these procedures, including questions related to the adaptation of survey instruments, would be analogous to those designed in the policy-in-experience / parents phase of the study. After completing the questionnaire, parents were invited for individual interviews upon giving consent for their participation in interviews.

Following the questionnaire, focus groups were conducted to comprehend better the students' perceptions. According to Patton (1990), data collected from focus groups add depth, detail, and meaning at a more personal level. Nonetheless, focus groups "reduce the researcher's

power and control of the interview process and heighten the relational aspects of interviewing” (Shope, 2006, p. 168).

The advantage of conducting a focus group is that students feel more comfortable in a group setting rather than in a one-on-one interview, and are encouraged to have discussions. Since, the emphasis of the focus groups is on the interactions among participants rather than between the moderator and the participants (Morgan, 1998). The focus groups were audio taped, transcribed into electronic format. Similar to principal and teacher participants, in the assent and consent letters Grade 8 students and their parents were asked to receive a copy of their transcription for review. A transcript release form (see Appendix K) was used prior to inclusion of the collected data in the dissertation or future publications. This gave participants the opportunity to review all the given information and to prohibit the use of any information they felt would identify them.

### **Coding in Qualitative Research**

Data collected in this research were analyzed through the use of a method of coding based primarily upon the suggestions outlined by Saldaña. A word or short phrase assigned symbolically for a portion of language-based or visual data is called a code (Saldaña, 2013). The portion of data including interview transcripts, observation notes, documents, journals, literature, and so on varies from a single word to a paragraph to a full page of text. According to Charmaz (2001) coding is the critical link between collection data and more extensive data analysis.

Bernard (2011) stated that data analysis is “the search for patterns in data and ideas that explain why those patterns are there in the first place” (p. 338). Therefore, coding is a method to arrange similarly coded data into classifications, or categories. Some categories’ coded data can also be refined into subcategories. By comparing categories, the researcher goes beyond the



*reality* of the collected data and progresses toward reaching theories, concepts and more *abstract* constructs. For the development of theory, the researcher finds how the themes and concepts are systematically interrelated (Saldaña, 2013). It should be taken into consideration that for data analysis, the researcher does not code his questions, prompts, or comments since he/she studies participants' perceptions. However, interpretation of the participants' narratives via coding is considered as a researcher contribution to the meaning-making enterprise (Saldaña, 2013).

### **Trustworthiness**

Since the aim of this study was to comprehend better the Grade 8 perceptions pertaining to the intention and implementation of French language programming in three elementary schools in two urban publicly funded school divisions in Saskatchewan, I have located my research study within a pragmatic paradigm. Through the pragmatic paradigm, researchers can combine the empirical findings with their detailed descriptions, representing the researcher's and the participant's voices (Onwuegbuzie & Leech, 2005). Therefore, assessing two different sets of qualitative and quantitative strands are required to ensure the legitimacy and trustworthiness of pragmatic research.

Gall et al. (2007) identified some strategies to demonstrate the credibility and trustworthiness evaluating case studies, including usefulness, participant involvement, inclusion of quantitative data, long-term observation, coding checks, member checks, triangulation, contextual completeness, chain of evidence, and research reflections. The goal of these strategies is to assure (a) that great care has been taken in the design of the research study, (b) the collected data have provided sufficient and rich information about the study, and (c) the results will be used effectively. Lincoln and Guba (2000) also discussed the criteria of trustworthiness and authenticity in case studies.

In the mixed methods context, there is a shift from research claims that depend on quantitative data to those that depend on qualitative data. That is, there is a shift from validity, reliability, generalizability, the use of objective tools and measurement (Johnson & Turner, 2003). According to Lincoln and Guba (2000), credibility instead of internal validity refers to the idea of internal consistency ensures rigor in the research process. Credibility comprises consistency between the interpretations of the researcher and the research-participants of their lived realities. The techniques that are used to increase the credibility of the research findings include: member checking, triangulation, audit trail, peer debriefing, and reflexivity.

Transferability in lieu of external validity or generalizability addresses the core issue of “how far a researcher may make claims for a general application of their [sic] theory” (Gasson, 2004, p. 98). Merriam (2009) suggested “every case, every situation is theoretically an example of something else [...] what we learn in a particular situation we can transfer or generalize to similar situations subsequently encountered” (p. 225). Since transferability is dependent on rich description, in this study rich information is provided to readers to be able to determine whether and how the results can be applied to their own settings. Merriam (2009) referred to rich data as a “detailed description of the findings with adequate evidence presented in the form of quotes from participants’ interviews” (p. 227).

Dependability rather than reliability “deals with the core issue that the way in which a study is conducted should be consistent across time, researchers, and analysis techniques” (Morrow, 2005, p.252). In this research, dependability including change in research design emerging from my understanding as a researcher at every stage till the end of the process, are explicitly recorded. Finally, confirmability as a replacement of objectivity addresses the core issue that “findings should represent, as far as is (humanly) possible, the situation being

researched rather than the beliefs, pet theories, or biases of the researcher” (Gasson, 2004, p. 93). That is, confirmability rests on the way data integrity is assured (Guba & Lincoln, 1989). Also, authenticity criteria suggested by Lincoln (1995) as *intrinsic* criteria comprising fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity provide trustworthiness in research projects (Morrow, 2005). To ensure the confirmability, transcripts were recorded and then reviewed for the accuracy of information.

### **Integration of Findings**

In this mixed methods sequential explanatory design study the quantitative and qualitative phases of the study are connected. The collected data from the quantitative strand were used to design the semi-structured interviews, indicating areas of convergence or divergence for further investigation. By grounding interview questions in the quantitative results, the information collected from interviews explored and elaborated further on Grade 8 stakeholders’ perceptions related to the intention and implementation of French immersion programming in three elementary schools.

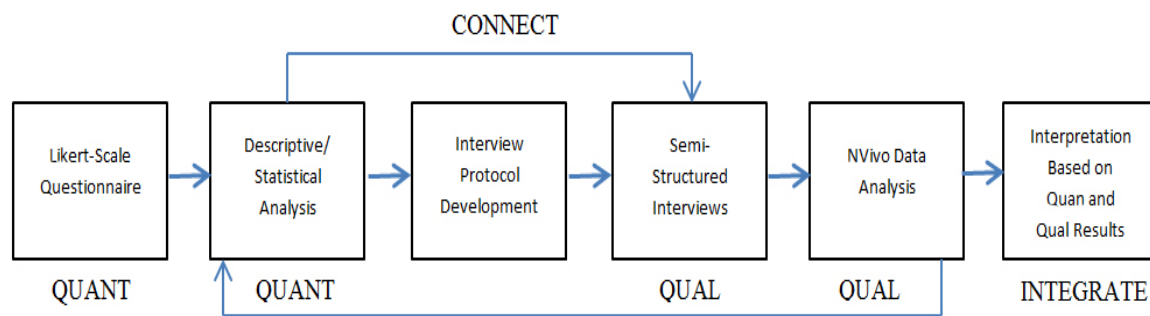
First, findings from each strand were presented separately in this study. Then, they were integrated to provide a deeper understanding of grade 8 stakeholders perceptions related to the intention and implementation of French immersion programming in the three elementary schools within two urban, publicly funded, school divisions in Saskatchewan. Mixed methods research is “analytic techniques that support integration” (Bazeley, 2009, p.206). Bryman (2007) found that in a mixed method research approach *genuine integration* of findings from both qualitative and quantitative methods can be facilitated by preplanning. He stated,

In genuinely integrated studies, the quantitative and the qualitative findings will be mutually informative. They will talk to each other, much like a conversation or debate,

and the idea is then to construct a negotiated account of what they mean together. (p. 21)

To use the mixed-methods sequential design adequately and to integrate findings appropriately, it is essential to emphasize the importance of providing a graphical model of the study in order to clarify the design, the sequence of data collection, the priority of method, and the connecting and mixing points of the data (Ivankova et al., 2006). Therefore, “in combination quantitative and qualitative methods complement each other and allow for a more robust analysis, taking advantage of the strengths of each” (Ivankova et al., 2006, p. 3). Similarly, Lee and Greene (2007) in their complementarity mixed methods research used the strategy of *joint display* to connect the data from the survey with the data from the interviews that can be served as an exemplar for how to integrate the analysis for this study.

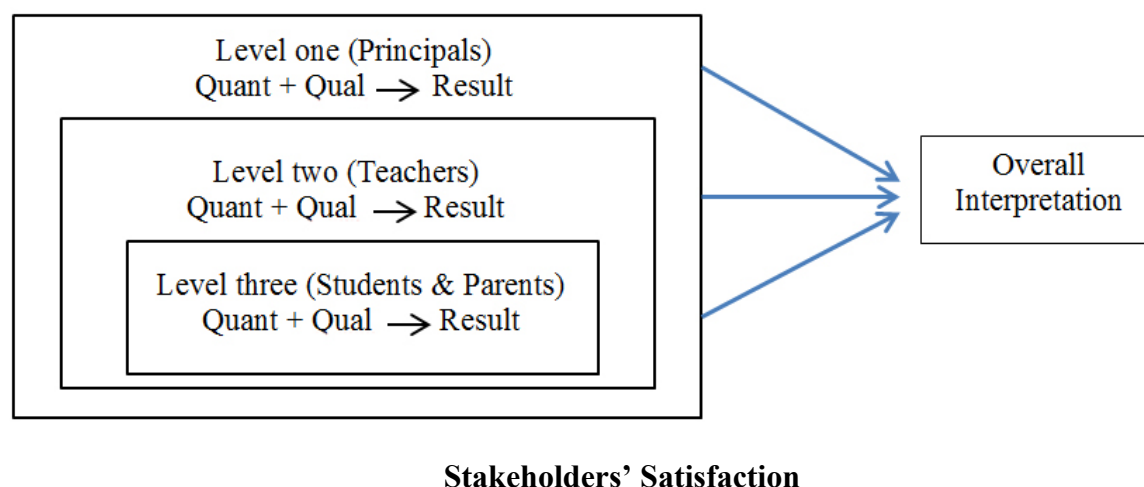
**Figure 3.1 – Study design and procedures visual model in each school.**



The Statistical Package for the Social Sciences (SPSS) was used to help integrate the data from the Likert-scale questionnaire. The data collected from the transcripts in the qualitative strand were analyzed within the NVivo coding system. Then, joint display was used to link quantitative data from the questionnaire, and qualitative data collected during interviews and analyzed by NVivo software. The numeric data collected in the first, quantitative strand provided a general picture of how much stakeholders are satisfied with the French immersion program and what strategies in the program they perceive as being effective. Qualitative follow-up interviews

with a subset of purposefully selected questionnaire respondents sought the explanation of the quantitative trends and helped to elaborate on the statistical results. In the final stage of the study, the quantitative and qualitative findings from the two strands were integrated to provide more complete and insightful answers to the research questions.

**Figure 3.2 – Triangulation design in each school: Multilevel Model.**



Due to the importance of French immersion programs in Canadian language education systems, as well as numerous challenges regarding attrition and declining enrolment in spite of large governmental investment in this program, policy makers are becoming more aware of the importance of micro-level stakeholders' satisfaction. Determining the Grade 8 stakeholders' satisfaction rate with French immersion programming revealed the important factors in their decision to stay or leave the program to the secondary level. The collected data from Likert-scale questionnaires and interviews described the profound Grade 8 stakeholders' experiences pertaining to the intention and implementation of French immersion programming (Elliott & Shin, 2002).

An additional reason for this increased importance being placed on the local stakeholders' satisfaction is its positive impact on increasing student enrolment, improving instructional strategies, and finally meeting policy makers' goals. For schools, it is necessary to identify and deliver what is important to principals, teachers, students, and parents. According to Cheng and Tam (1997), schools are like service industries putting more emphasis on the expectations and needs of customers. Focusing on stakeholders' satisfaction not only enables an administrator to reorganize the school programs and modify curricula, but also allows them to monitor continuously the program effectiveness regarding stakeholders' needs (Elliott & Shine, 2002).

The purpose of my study was to measure students' overall satisfaction within the program, and their perceptions related to each educational attribute (mentioned in the survey) in the French immersion program practiced in their elementary schools. Therefore, the questionnaire was not designed with the goal to compare data from three schools to evaluate each school's performance, but to assess the overall stakeholder satisfaction within the program and to demonstrate their perceptions of what an educational experience should be. This study tried to include all the possibilities rather than considering a particular situation.

### **Stakeholders' Satisfaction Definition**

Stakeholders' satisfaction is defined by their subjective evaluation of the different results and experiences related to the academic programs, social and emotional behaviours, financial reasons, parents' influence, as well as school environment and even its size and geographic setting (Browne, Kaldenberg, Browne, & Brown, 1998; Edwards & Casserly, 1976; Elliott & Shin, 2002; Fraser, 1994; Sevier, 1996). According to Olivert and DeSarbo (1989), stakeholders' satisfaction reveals their experience with regards to various aspects in the school

system, as what happens to them within the school life influences their reasons to drop out or continue in the program. Therefore, if stakeholders' experiences match the French immersion goals, they are satisfied. In other words, a high correlation between actual French immersion programming at school and the stakeholders' preferred program has a direct impact on increasing their satisfaction. For instance, if stakeholders prefer higher levels of interaction between students and teachers, French immersion programs providing this personalization will achieve higher levels of satisfaction (Fraser, 1994).

Stakeholders' satisfaction in schools is more than their positive academic experiences. That is to say, it is the sum of academic, social and emotional, financial, and physical dimensions of the program (Servier, 1996). It is essential, then, not to focus only on the academic perspective, but also consider the other key dimensions mentioned above (Kotler & Fox, 1995). Successful schools demonstrated that "it is better to invest now (retain students) than to invest later (attract new students)" (Elliott & Shin, 2010, p. 199). Many researchers (Babin & Griffin, 1998; Patterson, Johnson, & Spreng, 1997) assumed that stakeholders' satisfaction guarantees their retainment in the program, as they found a high correlation between customer satisfaction and consumers' future patronage intentions, as well as their repurchase intentions. Furthermore, a competitive advantage is achieved through stakeholders' satisfaction with French immersion programming in different provinces.

### **Satisfaction Assessment and Student Retention**

In my study, students' voices were the main source (evidence) for policy analysis, providing feedback on how language policy is implemented and experienced. In other words, regarding policy analysis, stakeholders' perceptions have much to offer in providing guidelines to help conceptualize and design policy reforms to solve experienced problems within the

system. Since, what makes schools accountable is the quality of their performance to principals, teachers, parents, and of course, their students—the micro-level stakeholders. Therefore, with accountability comes the expectation for increased efficiency (Schroeder, 2005). A key way to demonstrate how an educational institution is performing is conducting a student satisfaction survey that also contributes to overall documentation of institutional effectiveness. Miller (2003) stated that low satisfaction levels lead to student attrition. Similarly, attrition causes lower enrolment, threatening institutional reputation and institutional vitality.

Satisfaction assessment contributes to the improvement of policy regarding French immersion programming, as well as student and school success. Bruning (2002) demonstrated that stakeholders' attitudes about their institution greatly impact student retention. According to many researchers (Adiv, 1979; Halsall, 1992; Lewis, 1986; Morrison, 1989), there have been three major challenges cited by principals, teachers, students and parents with regards to their reasons for retention. These issues include: academic difficulty, social and emotional difficulties, and the quality of teaching and programs.

Academic difficulty as the main factor comprises the reasons such as (a) anticipation of better performance in English, (b) struggle with French language and course content taught in French, (c) overall academic demands and future plans (Adiv, 1979; Delta School District, 1992; Halsall, 1994; Lewis, 1986; Morrison, Paw ley, & Bonyun, 1979), (d) learning disabilities, (e) aptitude, achievement (Hart, Lapkin, & Swain, 1988; Morrison, 1989; Halsall, 1994), and (f) understanding and speaking French, verbal communication, ability to concentrate, reading skills (Bonyun, Morrison & Unitt, 1986; Parkin, Morrison, & Watkin, 1987).

The second issue regarding social and emotional difficulties (Delta School District, 1992) includes the following reasons: (a) home situation and social maturity (Morrison, 1989); (b)



unhappiness, boredom and self-esteem (Hart, Lapkin, & Swain, 1988); and (c) emotional and behavioral problems, self-confidence and social skills (Bonyun, Morisson, & Unitt, 1986).

Reasons related to the third issue comprise: (a) the quality of the program and teaching (Halsall, 1994; Hart et al., 1988; Lewis, 1986; Morrison, Pawley, & Bonyun, 1979; West Vancouver French Immersion Parent Survey, 1992), (b) relations with French immersion teachers, and (c) a lack of remedial help or special education in FIP (Bonyun et al., 1986; Halsall, 1994; Hart et al., 1988).

There are also some other issues reported by Delta School District (1992), Morrison et al., (1979), Adiv (1979), and Halsall (1994) including: (a) general mobility of the population, (b) parental and student commitment and expectations, (c) individual interests, (d) competition between programs (facilities, funding and support), (e) transportation and political climate, and (f) lack of opportunity for the students to practice their oral French skills.

## **Satisfaction Measurement Methodology and the Student Satisfaction Questionnaire**

### **Instrument**

To improve the French immersion programming policy makers should work to engage stakeholders in the program, evaluating their satisfaction. Since, to do policy analysis, it is essential policy makers know what stakeholders want, what they expect, or what they need (Guba, 1984). By measuring the perceptions of micro-level stakeholders with a satisfaction assessment questionnaire, policy makers can identify areas in which schools are performing well and areas where there is room for improvement.

Conducting satisfaction assessment within French immersion programs not only shows policy makers and administrators care about micro-level stakeholders perceptions and experiences, but also does it improve the quality of the program by actively responding to the

identified issues, and preventing future students' failure or enhancing retention (Bryant, 2006). The office of the Auditor General Manitoba (2003) suggested that policies are enacted through programs, and therefore program experience and program satisfaction may well be the best token, we have to examine policy satisfaction and policy experience.

bearing in mind that policy is frequently implemented through programs, being conscious of program implementation considerations during the policy development stages can strengthen the quality of the policy proposals put forward. (p. 5)

In my study, I used the Student Satisfaction Inventory (SSI), available from Noel-Levitz website ([www.noellevitz.com](http://www.noellevitz.com)), asking principals, teachers, students, and parents to review a list of expectations about their school experience. In this five-point Likert-type scale (where 5 = very important or very satisfied and 1 = not important or not satisfied at all), students rated their level of satisfaction and then indicated how important each item is to them. Therefore, an average satisfaction score and an average importance score was measured in the SSI report. Moreover, a performance gap was calculated by subtracting the satisfaction score from the importance score. As a result, the less the performance gap, the lower the discrepancy between what students expect and their level of satisfaction, and the better the school is doing at meeting expectations (Bryant, 2006).

To include principals', teachers', and parents' satisfaction assessment, parallel instruments—the Institutional Priorities Survey (IPS) and the Parent Satisfaction Inventory (PSI) (Appendix C)—were used to measure these stakeholders' priorities on the same issues students respond to on the SSI. The IPS survey demonstrates a level of importance and a level of agreement (rather than satisfaction) on statements of expectation regarding the student experience. The SSI, IPS, and PSI should be administered at the same time in school in order to

capture a particular point in time at the school (Bryant, 2006). A more detailed picture of the perceptions on French immersion programming and how particular issues are viewed similarly or differently was gained through combining the data from students and principals, teachers, and parents. The result provided a more accurate view of the entire programming.

### **The SSI reliability and validity.**

The Student Satisfaction Inventory emerged from the work of Cardozo (1965) based on a long tradition of consumer theory. Therefore, students are consumers who have a choice about whether and where to invest in education. This instrument asks students as individuals about their expectations of the program while it compares the expectations with their actual experiences. This survey was found to be applicable and valid to use in 1994 after conducting a pilot project and validity study of the instrument in 1993. Bryant (2006) reported,

Through the spring of 2005, more than two million students at more than sixteen hundred institutions have completed the inventory. Approximately one-third of these students and colleges represent two-year community, junior, and technical colleges. Based on national enrolment figures (U.S. Department of Education, 2005), approximately one out of every ten students nationwide will complete the SSI. (p. 28)

Therefore, one of the advantages of the Student Satisfaction Inventory is that it has been tested and found statistically reliable. Furthermore, it allows collecting a large amount of national benchmarking data (more than two million responses) compared to a locally developed instrument. This standardized test also gives schools an opportunity to compare their students' satisfaction levels and expectations with an external perspective. From a customization perspective, the SSI meets individual institutions' need to evaluate the particular area to their school by allowing them to add ten unique items to the survey. That is, the Student Satisfaction

Inventory does not overlook the issues and challenges of the program within a broad scope, focusing on particular ones (Bryant, 2006).

### **Teachers' and Principals' Satisfaction Questionnaire (IPS)**

Edwards and Casserly (1976) reported in their research the teachers' perceptions and attitudes regarding second language (French) programs as the stakeholders who are responsible for most of the implementation of the program. They used a Likert-scale questionnaire to indicate teachers' perceptions pertaining to several aspects of the program including its effects on the students, the level of satisfaction, the content, load of teaching, cooperation between teachers, and alignment between expectations and results.

To complete the assessment survey, it is also important to take satisfaction assessment beyond the students' and teachers' voices, and to include principals' experiences to evaluate their priorities on the same issues students answer to on SSI. For this purpose, there is a parallel instrument, the Institutional Priorities Survey (IPS). Principals and teachers demonstrate a level of importance and a level of agreement (rather than satisfaction) on statements of expectation related to the student experience. The items in the IPS are parallel in language to the items in the SSI. For instance, in the SSI students read (in a form analogous to), "I enjoy learning French" while in the IPS teachers and principals read, "Students enjoy learning French". Since the IPS became available in 1997, more than 600 institutions of which 34 percent of them are two-year public institutions conducted this survey (Bryant, 2006).

### **Parents' Satisfaction Questionnaire (PSI)**

To take satisfaction assessment beyond the student, teacher, and principal experience and expand the school survey to include parent perceptions, there is a parallel instrument called the Parent Satisfaction Inventory (PSI). Within the PSI, parents indicate a level of importance and a

level of satisfaction on statements of expectation regarding the student experience. The items on the PSI are parallel in language to the items on the SSI and IPS, assessing the same areas of students' experience within the school context. For example, the statement on the PSI has been changed to "my children can get easily involved in school activities", while this statement reads respectively on the SSI and IPS "I can get easily involved in school activities", and "students can get easily involved in school activities (Bryant, 2006).

With the combination of three levels of data from students, principals and teachers, and parents a more complete and accurate view of the Grade 8 stakeholders' perceptions on the French immersion program within the school context was achieved. Consequently, the result accommodated building the questions for the following interviews to understand better the micro-level stakeholders' perceptions regarding French immersion programming in elementary schools.

### **Administration of Questionnaires**

The SSI, IPS, and PSI surveys were administered via the web to decrease the possibility of missing data, and of making errors in transferring data for data analysis. Higher response rates will be also achieved if students complete the survey during class time. *Fluid Survey* online software tools were used for web administration to create and design online surveys suitable for respondents, particularly children, with particular benefits gleaned in terms of format and convenience, and in terms of keeping the collected data safe and secure. Within the Fluid Survey software, I selected and adapted items from a collection of original surveys offered by Noel-Levitz. These surveys are available on Levitz' website and have been selected because they best address the specific goals of this research study, as outlined later in chapter three.

## **Scales**

The questionnaires utilized in this research study are principally organized and adapted according to the following scales: (a) school staff and teachers effectiveness, (b) academic services, (c) school resources and facilities, (d) school climate, (e) school support services, (f) concern for the individual, (g) instructional effectiveness, (h) safety and security, and (i) student centeredness. In the subsections below, I highlight these in greater detail and as they have been updated for the specific purposes of the present doctoral research study.

### **School staff and teachers effectiveness (12 items).**

This scale assesses school staff including teachers, vice-principals, principals, library staff, and main office staff regarding their care, treatment, knowledge, personal concern for student success, and approachability (Bryant, 2006).

### **Academic services (5 items).**

In this scale, the academic services—including library services, technology-based teaching services, opportunities to communicate with the French community, choices of subjects, and extra- curricular activities—are evaluated (Bryant, 2006).

### **School resources and facilities (4 items).**

This scale assesses the effectiveness and availability of the school resources to provide all the facilities students need to study at school. It also measures the accessibility to the transportation if it is needed and the proximity to school (Bryant, 2006).

### **School climate (9 items).**

The school climate scale assesses the extent to which the school promotes a sense of pride and feelings of belonging. This scale also assesses the school channels for students to

express complaints or concerns, as well as students' general experience regarding rules, school activities, student discipline, and equity (Bryant, 2006).

**School support services (4 items).**

This scale assesses the quality of the support programs that students use to make their educational experiences more meaningful and productive, such as new student orientation. It also assesses the quality of support services that encourage students to stay the French immersion until Grade 12 graduation (Bryant, 2006).

**Concern for the individual (4 items).**

This scale assesses the school's commitment to treating each student as an individual. Assessments of the French immersion program in meeting individual needs, and those groups who frequently deal with students on a personal level (for example, teachers, vice-principal, and principal) are included (Bryant, 2006).

**Instructional effectiveness (7 items).**

The instructional effectiveness scale assesses students' academic experiences, the curriculum, tests and homework, and the school's commitment to academic excellence. This comprehensive scale also covers areas such as the effectiveness of language of instruction and frequency of speaking French (Bryant, 2006).

**Safety and security (2 items).**

The safety and security scale assesses the school's responsiveness to students' personal safety and security at school. It also measures the effectiveness of emergency programs (Bryant, 2006).

### **Student centeredness (2 items).**

This final scale assesses the schools' efforts to convey to students that they are important to the institution. This scale measures the extent to which students feel welcome and valued (Bryant, 2006).

In preparation for this research study, I dropped four scales (*Admissions and Financial Aid Effectiveness*, *Responsiveness to Diverse Populations*, *Registration Effectiveness*, and *Service Excellence*) from the original survey, respectively eliminating 6, 9, 6, and 9 items. Considering the fact that students at grade 8 are neither involved in the registration and billing processes, nor allowed to choose subjects, the scales for assessment of *Admissions and Financial Aid Effectiveness* and *Registration Effectiveness* (found in the original questionnaire) have been removed. Similarly, the other two scales for assessing *Service Excellence* and *Responsiveness to Diverse Populations* were dropped since they are attributed to residence services and diverse population at the university/college level.

Furthermore, I modified the instrument by renaming the one scale from the *Academic Advising and Counseling Effectiveness* to *School Staff and Teachers Effectiveness*. The scale name was changed to reflect better the items in the adapted scale. In addition, because the SSI is a long survey designed for students at university/college level, items were eliminated to reduce instrument length and minimize item redundancy (Johnson & Zvoch, 2007). As a result, I attempted to create an instrument to evaluate students' perceptions that includes only those items that appropriately reflect the intent of the scale.

### **Questionnaire Format**

Regarding the questionnaire format, Wiersam and Jurs (2005) indicated that questions should be related to the research problem with the items easy to respond. According to them,



“responding to the items should be convenient and without confusion” (p. 175). Therefore, to ensure the quality of adapted questionnaires, an advisor committee consisting of four professors in the College of Education at the University of Saskatchewan evaluated and compared the adapted version with the original SSI, IPS, and PSI surveys regarding the relevancy to the research problem and clarity to the respondents. Moreover, a test group including several doctoral candidates in the Educational Administration Department reviewed the alteration in the adapted questionnaires with regards to the readability and convenience for students at the Grade 8 level.

School surveys are assessment and evaluation tools meant to judge the effectiveness of academic and support services, curriculum, teaching and instruction, resources, and school climate in terms of school staff and student experiences (Best & Kahn, 2003). All of the scales identified above as *essential items* in the school survey are included in this adapted questionnaire. Moreover, the following scales represent areas present within the original survey but additional to the suggestions of Best and Kahn: *Teacher and school staff effectiveness, concern for individual, safety and security, and student centeredness*.

For this research study, questions were modified for a Grade 8 level, taking into consideration students’ reading level and cognitive ability. Most of the content domains of the original survey were covered at the adapted questionnaire for Grade 8 level students (Hoelscher, Day, Kelder, & Ward, 2003). However, the number of items addressing the content domain has been reduced because of interest constraints and complexity. Children tend to lose interest if surveys are too long (Cox & Cox, 2008). The length of school surveys is an important consideration: “[children] may not feel like completing the whole thing and responses to the last

questions may reflect fatigue” (Cox, 1996, p.14). Content validity of all items in this survey was obtained through an advisor committee review as described before.

Regarding Likert-scale surveys, Dawes (2008) indicated that the 5- and 7-point scales producing the same mean score as each other are the most common format used in the evaluation of students’ perceptions. However, with a 5-point scale, it is much simpler for the children to read out the complete list of scale descriptors (1 equals *not satisfied at all* to 5 equals *very satisfied*). Moreover, this clarification for the 7-point format is lengthier, takes much more time, and finally makes respondents confused to choose from these too fine gradations. As a result, I administered the adapted 5-point Likert scale survey to save the class time and avoid any confusion for children responding to the questionnaire.

To select the term as the descriptor of the midpoint of the 5-point scale, Armstrong (1987) compared two Likert-like scales when *undecided* is the midpoint of the scale rather than *neutral*, and found that the difference between *neutral* and *undecided* as the midpoint words of the Likert-type scale is negligible. The result of this study, as well as the suggestions of the two members of advisor committee, led the researcher to select *no opinion* as the descriptor of the midpoint of this adapted 5-point scale survey to be more convenient at the Grade 8-level students.

### **Examples of Adapted Questionnaire Use**

Tulsa Public Schools (2013) used the Tripod Student Survey (TSS) developed by Ferguson to evaluate students’ perception of their classroom experience in K-12. Through their experience with the TSS administration, Tulsa Public Schools improved the survey considering the grade level as an important factor to determine the appropriate number of items: 24 items for early elementary (K-2), 48 items for upper elementary (3-5), 54 items for secondary (6-12).

Simultaneously, they used shorter and simpler statements in K-2 and upper elementary grades. However, they administered online surveys including 80 items for secondary grades.

Similarly, What Kids Can Do Organization (WKCD) (2015) administered surveys with students and teachers with regards to assessing and improving schools at 20 schools across five cities in United States. The WKCD five point Likert-scale surveys consisted of about 53 items in seven scales. With the above as examples, I was confident that the adaptation of an existing questionnaire to account for different contexts and abilities of participants is a reasonable, defensible, and commonplace practice in educational research.

### **Summary**

In this chapter, I described the general methodology that is used in this case study. I briefly introduced the purpose and my personal orientation toward this research. The conceptual framework underpinning this study is used as a guideline for policy analysis. I also addressed the issues of transferability, validity, and generalizability and their application to mixed-method study research. I noted that the ethical considerations are adhered in this research study. Finally, I described the specific research methods including data collection and data analysis processes.

## CHAPTER FOUR

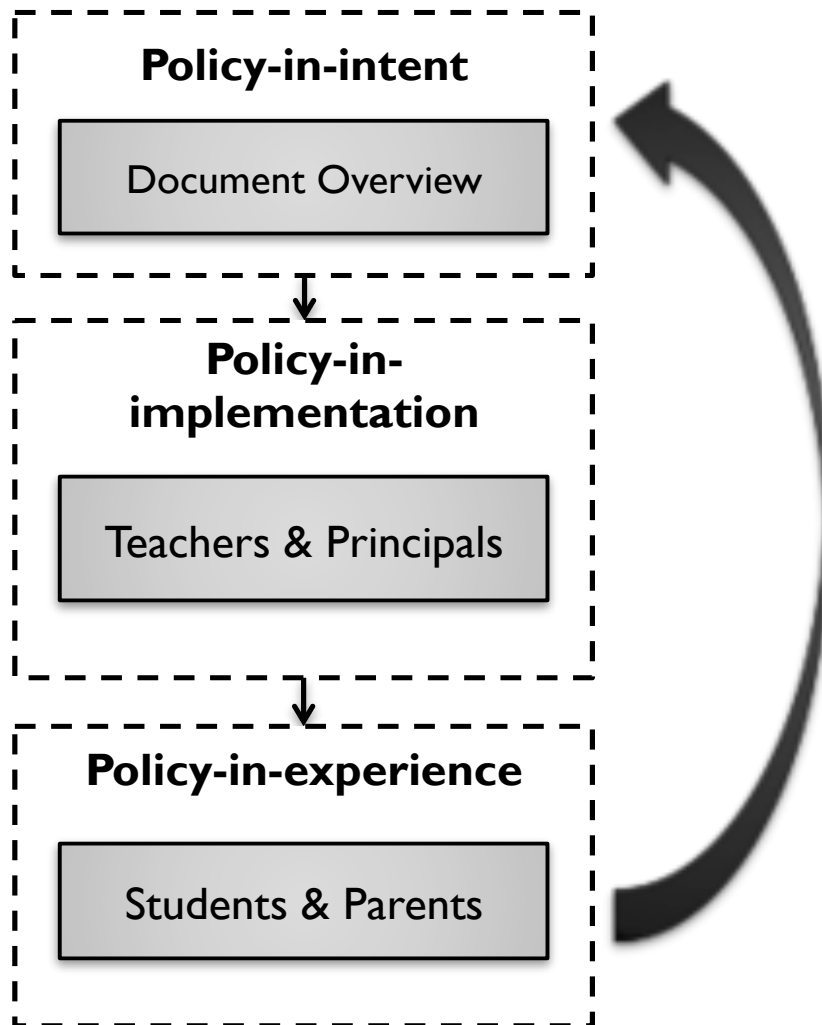
### PRESENTATION OF DATA

This multi-site case study was conducted in order to explore Grade 8 stakeholders' perceptions (principals, teachers, students, and parents) of French immersion programming and policy in the elementary schools of two urban, publicly funded, school divisions in Saskatchewan. In this chapter, the collected data are organized under two broad areas of *policy-in-implementation*, and *policy-in-experience*. The data categorized under the area of *policy-in-intention* were discussed in the previous chapter, beginning with an overview of French immersion education in Saskatchewan; Saskatchewan curriculum for French as a second language in the French immersion program, and its implemented goals and visions. The data collected from principals' and Grade 8 teachers', students', and parents' questionnaires are analyzed and interpreted with SPSS to explore their perceptions regarding strength and challenges of French immersion programming and policy implemented in elementary schools. Considering Guba's Domain Model (1985), data presented from all three levels are examined collectively to evaluate French immersion programming and policy. In figure 4.1, I depict a conceptual framework of this research study in a diagrammatical representation of the data collected at all three levels.

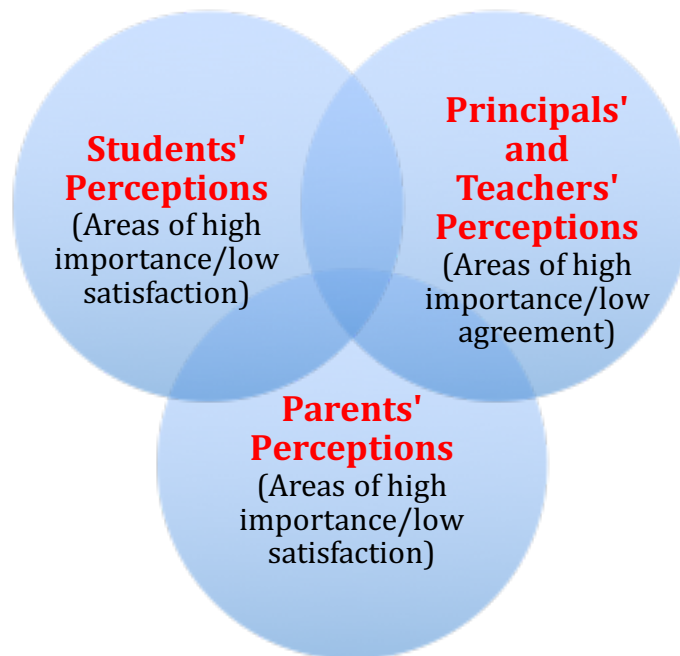
Data presented from three sets of questionnaires are not compared among themselves, since this intent was not included in the design of my study. However, the differences and commonality in their perception regarding implementation of French immersion programming in school settings are explained in figure 4.2.

As demonstrated in figure 4.1, I begin with policy-in-intent that includes the data collected from language policy and curricular documents at the provincial level with regards to French immersion programming at elementary schools. I then collected data for policy-in-implementation from the teachers' and principals' questionnaires and individual interviews, followed by policy-in-experience that includes data from the students' and parents' questionnaires, and focus group and individual interviews.

**Figure 4.1 – Conceptual framework.**



**Figure 4.2 – Areas of Grade 8 stakeholders’ consensus.**



Data obtained from the Grade 8 stakeholders’ questionnaires are presented and analyzed by SPSS, highlighting the challenges and strengths of French immersion programming. Consequently, this helped to create questions for individual and focus group interviews. The themes emerging from interviews were then transcribed and presented within the NVivo coding system. I conclude this chapter by presenting data on Grade 8 stakeholders’ perceptions related to the intention and implementation and experience of French immersion programming in the elementary schools of two urban, publicly funded, school divisions in Saskatchewan.

## **Method**

### **Population and Sample**

The population and sample used for this study were the Grade 8 stakeholders (principals, teachers, students, and parents) in three elementary French immersion schools in two publicly funded school divisions in Saskatchewan. The main data source for the quantitative phase of this

study were the Grade 8 stakeholders' five-point Likert-scale questionnaire about their perceptions related to the intention and implementation of French immersion programming.

The Noel-Levitz's website (2004) suggested, 100% of a given population should be asked to participate in order to assure a response rate of 20-30% for their original electronic version of the SSI. The Grade 8 stakeholders from all the elementary French immersion schools in the participating school divisions were solicited via email based on the method approved by those divisions. In most cases, these invitation requests were followed up by several phone calls to elicit a response regarding their participation in this study. Furthermore, my doctoral advisory committee provided additional support by writing to the principals and introducing my research study to them.

Despite many attempts, only one school in the first division participated in my research study. Although participants from this division took the online surveys, only a few responses were returned from the Grade 8 students and parents on the survey. These responses totaled 7 from Grade 8 students (11% response rate), 7 from the principals and Grade 8 teachers (47% response rate), and only 1 from Grade 8 parents (2% response rate).

Considering this low response rate, on February 9, 2016 (six weeks after the initial contact was made with the schools in the division), my research supervisor and I discussed the possibility of increasing sample size through a request for participation to a second school division. This discussion was broadened to include the other members of the Research Advisory Committee. Members of the Committee suggested that adding incentives for participation might result in an increase of prospective participants. As a result, ten \$25 iTunes Gift Cards were purchased and offered to participants through the use of a lottery system. Subsequently, and in compliance with the policy of the University, I asked for an amendment from the University

Behavioural Research Ethics Board regarding this planned increase in the sample size and the use of incentives; the amended Behavioural Research Ethics Board Approval Letter was submitted to the second division, along with a request to conduct this research study therein.

As of April 2016, the number of the participants from the Grade 8 stakeholders in elementary French immersion schools involved in this study were as follows: 38 Grade 8 students (63% response rate), 14 principals and Grade 8 teachers (93% response rate), and 4 Grade 8 parents (8% response rate).

### **Instrumentation and Measures**

As explained in Chapter three, the measurement instrument used in this study was adapted from the Noel-Levitz® Student Satisfaction Inventory (SSI), the Institutional Priorities Survey (IPS), and the Parent Satisfaction Inventory (PSI), as developed by Schreiner and Juillerat (1994) to better align with an elementary school context. Each of the adapted SSI, IPS, and PSI are discussed separately in the following paragraphed subsections.

#### **Student Satisfaction Inventory (SSI).**

The SSI instrument is comprised of 53 statements, with each statement correlating to one of 9 scales: School Climate, Concern about Individuals, School Staff and Teacher Effectiveness, Safety and Security, Academic Services, Instructional Effectiveness, School Resources and Facilities, Student Centeredness, and School Support Services. The adapted version used for this study varies slightly in scales from Schreiner and Juillerat's (1994) original version, with slight changes in the related items (see Table 4. 1).

The SSI scores the importance and satisfaction of each item. The *importance score* tells us how important it is for your school to meet this expectation and the *satisfaction score* shows how satisfied you are that your school has met this expectation (Schreiner, 2009).



**Table 4. 1- Comparison between Noel-Levitz® (2010) and the adapted questionnaire (2016)**

<b>Scale</b>	<b>Original 12 Scales (2010)</b>	<b>Adapted 9 Scales (2016)</b>
1	Campus Climate	School Climate (SC)
2	Responsiveness to Diverse Populations <sup>b</sup>	N/A
3	Instructional Effectiveness	Instructional Effectiveness (IE)
4	Recruitment and Financial Aid	School Resources and Facilities(SR&F)
5	Campus Support Services	School Support Services (SSS)
6	Campus Life	N/A
7	Registration Effectiveness	N/A
8	Safety and Security	Safety and Security (S&S)
9	Concern for the Individuals	Concern for the Individuals (CI)
10	Service Excellence (SE)	N/A
11	Student Centeredness	Student Centeredness (SC)
12	Academic Advising Effectiveness	School Staff and Teacher Effectiveness(ST&E)

Each response is indicated using a five-point Likert scale. The range and values of the Likert scales are listed in Table 4. 2.

**Table 4. 2-Likert Values and Indications for Importance and Satisfaction Scores**

<b>Importance</b>	<b>Satisfaction</b>
1= not important at all	1= not satisfied at all
2 = not very important	2 = not very satisfied
3 = No Opinion	3 = No Opinion

4 = Important

4 = Satisfied

5 = Very important

5 = Very satisfied

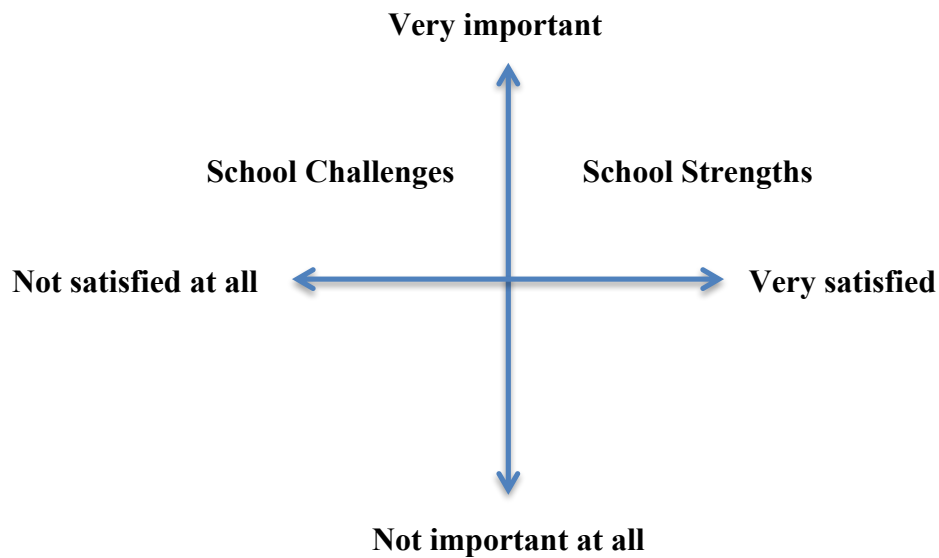
### **Analysis of Satisfaction Instruments for Students**

Many researchers such as Bresciani, Zelna, and Anderson (2004), and Schuh and Upcraft, (2001), demonstrated that students' satisfaction instruments are useful tools to evaluate how satisfied students are with respect to services and programming. The goal of using these instruments is to seek if students' experiences align with the educational organizations' mission and vision. According to Heiserman (2013), "to best serve students, it is imperative to know how satisfied they are with their educational experience, within the context of what they value most" (p. 35).

The Noel-Levitz SSI is an instrument that measures student satisfaction and priorities, indicating how satisfied students are both inside and outside of the classroom as well as what students expect most from their educational experience (Noel-Levitz, 2012). The assessment of both importance and satisfaction helps the administrators to be more focused on the areas that matter most to students, rather than directing resources to improve areas of dissatisfaction that students also consider a low priority. In figure 4.3, I provide the concept of how importance and satisfaction are related for the identification of schools strengths and weaknesses.

According to Low (2000) in order to measure student satisfaction, it is essential to analyze students' experiences, as well as their perceptions. In order to best serve their students, schools must understand how satisfied their students are within the context of what matters most to them. The Noel-Levitz surveys (2012) are unique in that they capture three different scores per item, including an importance score, a satisfaction score, and a performance gap score.

**Figure 4.3- A matrix for Prioritizing School Action.**



**The use of performance gaps in understanding student satisfaction.**

The *performance gap* is determined by subtracting the satisfaction score from the importance score. The performance gap can also be viewed as an indicator of how the educational organization is doing at meeting student expectations (Noel-Levitz, 2009). In other words, Gap analyses are also influential catalysts for effective decision-making, as they confirm how well schools are meeting a student's expectations (Low, 2000). A larger performance gap means that schools are far from meeting students' expectations, similarly a smaller performance gap indicates that schools are close to meeting the expectations (Bryant, 2006).

**Strengths.**

Items with high importance and high satisfaction are *school strengths* that should be identified and emphasized. The strength indicates the areas at the school that we should celebrate. Sharing the strengths within the school affects the school in a positive way, as knowing school strengths can further enhance the excellent service being provided to students in

these important areas. Therefore, identifying and emphasizing the strengths as powerful components of the assessment process should not be overlooked (Noel-Levitz, 2015).

Celebration and communication of the areas that are highly valued by students, where the school is also performing well provides positive feedback to French immersion stakeholders on what works well in the school. Furthermore, the positive activities related to one area of strength could be emulated as a model in another area that has been identified as a challenge.

Consequently, strengths should be highlighted in school reports to stakeholders and the school community build a more positive reputation among French immersion stakeholders.

Strengths are identified as items at or above the mid-point in importance (top half) and in the upper quartile (25%) of your satisfaction scores (Noel-Levitz, 2015). Following this scheme, in the amended SSI survey (with 53 total items) used in the current research project, the mid-point would be rank position 26 and the upper quartile would be rank position 13. Items indicated as the strengths are shown with a star

(★) in the below tables, while items indicated as areas for consideration are shown with a flag (🚩). Means for importance and satisfaction for each item are calculated by adding the students' ratings and dividing by the number of students. Students respond to each item on a 1 to 5 Likert scale, with 5 being highest. In table 4.3, I indicate the average importance score for the students for each item provided through the descriptive statistics by the SPSS. The importance score means for students are listed in descending order.

**Table 4.3- Student Importance Means  
Descriptive Statistics**

	N	Mean	Rank
[26.0] I am able to learn at this school. ★	38	4.76	1
[6.0] I feel safe and secure in this school.	38	4.74	2
[24.0] The school has clear procedures for emergencies. ★	38	4.66	3
[39.0] The quality of instruction I receive in my subjects is good.	37	4.59	4

[34.0] French immersion improves my future job opportunities. ★	36	4.58	5
[22.0] Male and female students have equal opportunities to participate in school activities. ★	38	4.58	6
[31.0] I feel welcome in this school. ★	37	4.57	7
[5.0] The principal is helpful and approachable to students.	38	4.55	8
[3.0] Teachers are knowledgeable. ★	38	4.55	9
[10.0] My teachers are concerned about my successes as an individual. ★	38	4.53	10
[35.0] The school is a comfortable place for me.	37	4.51	11
[4.0] Teachers are caring and helpful.	38	4.50	12
[19.0] Transportation to school is available if I need it. ★	38	4.50	13
[8.0] The vice-principal is helpful and approachable to students. ★	38	4.50	14
[20.0] It is an enjoyable experience to be a student in this school.	38	4.47	15
[41.0] Student discipline is fair. 🚩	36	4.44	16
[46.0] There is enough English language instruction for Grade 8.	36	4.42	17
[38.0] When I ask questions of the teachers or principal, they provide helpful answers.	37	4.41	18
[32.0] I can easily get involved in school activities. ★	37	4.41	19
[42.0] New students are made to feel welcome in this school. ★	37	4.41	20
[36.0] Teachers take into consideration student differences as they teach a subject. 🚩	36	4.39	21
[11.0] The quality of instruction I receive in French is good.	38	4.34	22
[28.0] There is a commitment to my success in this school.	37	4.32	23
[50.0] I am encouraged to remain in French immersion throughout high school. ★	37	4.32	24
[47.0] My teachers use a variety of teaching techniques.	37	4.32	25
[27.0] School rules are reasonable and fair.	37	4.32	25
[23.0] The exams, quizzes, and tests help me to learn.	38	4.32	25
[16.0] Teachers are fair in their treatment of me.	38	4.29	
[45.0] I am able to express complaints or concerns.	36	4.28	
[1.0] I feel that I belong (am accepted and liked) at this school.	38	4.26	
[17.0] Computers are available and work well.	38	4.26	
[33.0] Teachers provide timely feedback about my progress in a subject (e.g., report cards).	36	4.25	
[40.0] This school shows concerns for me as an individual.	36	4.25	
[15.0] The classrooms have good, lighting, heat, air conditioning, and comfortable desks.	38	4.21	
[7.0] A variety of extra-curricular activities are offered.	38	4.18	
[21.0] The vice-principal is concerned about me as an individual.	38	4.16	

[25.0] I am proud of my school.	38	4.13	
[13.0] My teacher helps me set my own learning goals.	38	4.13	
[44.0] There are a good number of subject choices.	36	4.11	
[37.0] My homework assignments are reasonable (hours spent on homework).	36	4.08	
[12.0] Library resources are good for my needs.	37	4.08	
[18.0] The main office staff are helpful and approachable to students.	38	4.08	
[29.0] I have lots of opportunities to communicate with members of the French community to help me to become bilingual (e.g., exchanges, visits to Québec).	38	4.05	
[49.0] There are people who talk with us about the advantages and disadvantages of staying in the program.	36	4.03	
[30.0] The French immersion program is designed to meet my individual needs.	38	4.03	
[2.0] The Principal cares about me as an individual.	38	4.03	
[43.0] My teachers are available after school hours for help.	36	4.00	
[48.0] My teachers use French actively in all subjects (except English).	37	3.95	
[9.0] Library staff are helpful and approachable to students.	38	3.89	
[14.0] The school is located in my neighborhood.	38	3.16	
Valid N (listwise)	34		

In table 4.4, calculated and presented through the descriptive statistics provided by SPSS, I list satisfaction score means in descending order of satisfaction. The standard deviation (SD) in the satisfaction score columns represents variability in the satisfaction scores; the greater the standard deviation, the greater variability in the responses. That is to say, greater variability means that some students are very satisfied, while some students are not satisfied at all with respect to a particular item.

**Table 4.4- Student Satisfaction Means  
Descriptive Statistics**

	N	Mean	Std. Deviation	Rank
[19.0] Transportation to school is available if I need it. ★	38	4.39	.679	1
[22.0] Male and female students have equal opportunities to participate in school activities. ★	38	4.37	.786	2

[26.0] I am able to learn at this school. ★	38	4.32	.873	3
[24.0] The school has clear procedures for emergencies. ★	38	4.32	.662	4
[50.0] I am encouraged to remain in French immersion throughout high school. ★	37	4.30	.740	5
[34.0] French immersion improves my future job opportunities. ★	37	4.30	.845	6
[32.0] I can easily get involved in school activities. ★	37	4.24	.760	7
[10.0] My teachers are concerned about my successes as an individual. ★	37	4.19	.701	8
[31.0] I feel welcome in this school. ★	37	4.16	1.014	9
[8.0] The vice-principal is helpful and approachable to students. ★	38	4.16	1.001	10
[42.0] New students are made to feel welcome in this school. ★	37	4.14	.787	11
[3.0] Teachers are knowledgeable. ★	38	4.13	.529	12
[2.0] The Principal cares about me as an individual.	38	4.11	.764	13
[21.0] The vice-principal is concerned about me as an individual.	38	4.08	.912	
[6.0] I feel safe and secure in this school.	38	4.08	.941	
[5.0] The principal is helpful and approachable to students.	38	4.08	.850	
[35.0] The school is a comfortable place for me.	37	4.05	.880	
[4.0] Teachers are caring and helpful.	38	4.03	.885	
[20.0] It is an enjoyable experience to be a student in this school.	38	4.03	.972	
[28.0] There is a commitment to my success in this school.	37	4.00	.745	
[25.0] I am proud of my school.	38	3.97	.885	
[1.0] I feel that I belong (am accepted and liked) at this school.	38	3.95	.837	
[47.0] My teachers use a variety of teaching techniques.	36	3.94	.826	
[11.0] The quality of instruction I receive in French is good.	38	3.92	.818	
[7.0] A variety of extra-curricular activities are offered.	38	3.92	.882	
[23.0] The exams, quizzes, and tests help me to learn.	38	3.92	.712	
[39.0] The quality of instruction I receive in my subjects is good.	37	3.89	.875	
[40.0] This school shows concerns for me as an individual.	35	3.86	.974	
[38.0] When I ask questions of the teachers or principal, they provide helpful answers.	37	3.81	.877	
[46.0] There is enough English language instruction for Grade 8.	36	3.78	.929	

[30.0] The French immersion program is designed to meet my individual needs.	38	3.76	.883	
[16.0] Teachers are fair in their treatment of me.	38	3.74	.950	
[44.0] There are a good number of subject choices.	36	3.72	.974	
[14.0] The school is located in my neighborhood.	38	3.68	.904	
[37.0] My homework assignments are reasonable (hours spent on homework).	36	3.64	.833	
[27.0] School rules are reasonable and fair.	38	3.63	1.051	
[13.0] My teacher helps me set my own learning goals.	38	3.61	.946	
[33.0] Teachers provide timely feedback about my progress in a subject (e.g., report cards).	36	3.58	1.156	13
[49.0] There are people who talk with us about the advantages and disadvantages of staying in the program.	36	3.56	.969	12
[41.0] Student discipline is fair. 🚩	36	3.56	.969	11
[9.0] Library staff are helpful and approachable to students.	38	3.55	.891	10
[48.0] My teachers use French actively in all subjects (except English).	37	3.54	.989	9
[12.0] Library resources are good for my needs.	38	3.53	.922	8
[18.0] The main office staff are helpful and approachable to students.	38	3.47	1.084	7
[29.0] I have lots of opportunities to communicate with members of the French community to help me to become bilingual (e.g., exchanges, visits to Québec).	38	3.45	1.224	6
[36.0] Teachers take into consideration student differences as they teach a subject. 🚩	35	3.43	1.092	5
[17.0] Computers are available and work well.	38	3.37	.998	4
[43.0] My teachers are available after school hours for help.	36	3.33	1.146	3
[45.0] I am able to express complaints or concerns.	36	3.28	1.059	2
[15.0] The classrooms have good, lighting, heat, air conditioning, and comfortable desks.	38	3.13	1.018	1
Valid N (listwise)	31			

As noted earlier (p. 121), items indicated as the school strengths are shown with a star (★) in the above two tables 4.3 and 4.4, while items indicated as areas for consideration are shown with a flag (🚩).



### **Challenges or areas for consideration.**

Challenges are items with higher importance and lower satisfaction or a larger performance gap. Challenges are the areas where students' most important expectations are not met by the school. Schools usually conduct student satisfaction assessments in order to identify areas for improvement. In my research study, these improvement priorities are highlighted as a list of *areas for consideration* rather than a list of *challenges*. This was purposeful and intended to avoid any misconception-generating among Grade 8 stakeholders and further any prejudice or bias in stakeholder responses to the individual and focus group interview questions as these related to the areas shown in the diagrams. The areas for consideration should be “discussed, explored, prioritized, and responded to” (Noel-Levitz, 2015, p. 9). According to Noel-Levitz (2015), ignoring these areas can further risk increased student dissatisfaction, and finally impact the retention of the students.

Discussions about the areas for consideration are important, as we cannot assume that we know what students mean on each individual item from the data alone. Focus group interviews with students, followed by the SSI survey provide powerful insights, discussing the areas that the students value most, addressing specific issues, and ultimately providing suggestions to improve these situations towards positive change.

Similar to the studies conducted by the Noel-Levitz (2009) using these scales, areas for consideration are specifically identified as items at or above the mid-point in importance (top half) and in the lower quartile (25 percent) of your satisfaction scores or items at or above the mid-point in importance (top half) and in the top quartile (25 percent) of your performance gap scores. Items indicated as areas for consideration with higher importance and lower satisfaction are shown with a flag (🚩) in the two above tables 4.3 and 4.4. Moreover, presented in the table

4.5 are items (appendix A) with higher importance and larger performance gap. The areas for consideration are listed in descending order of performance gap score and shown with a flag (🚩) in the table below.

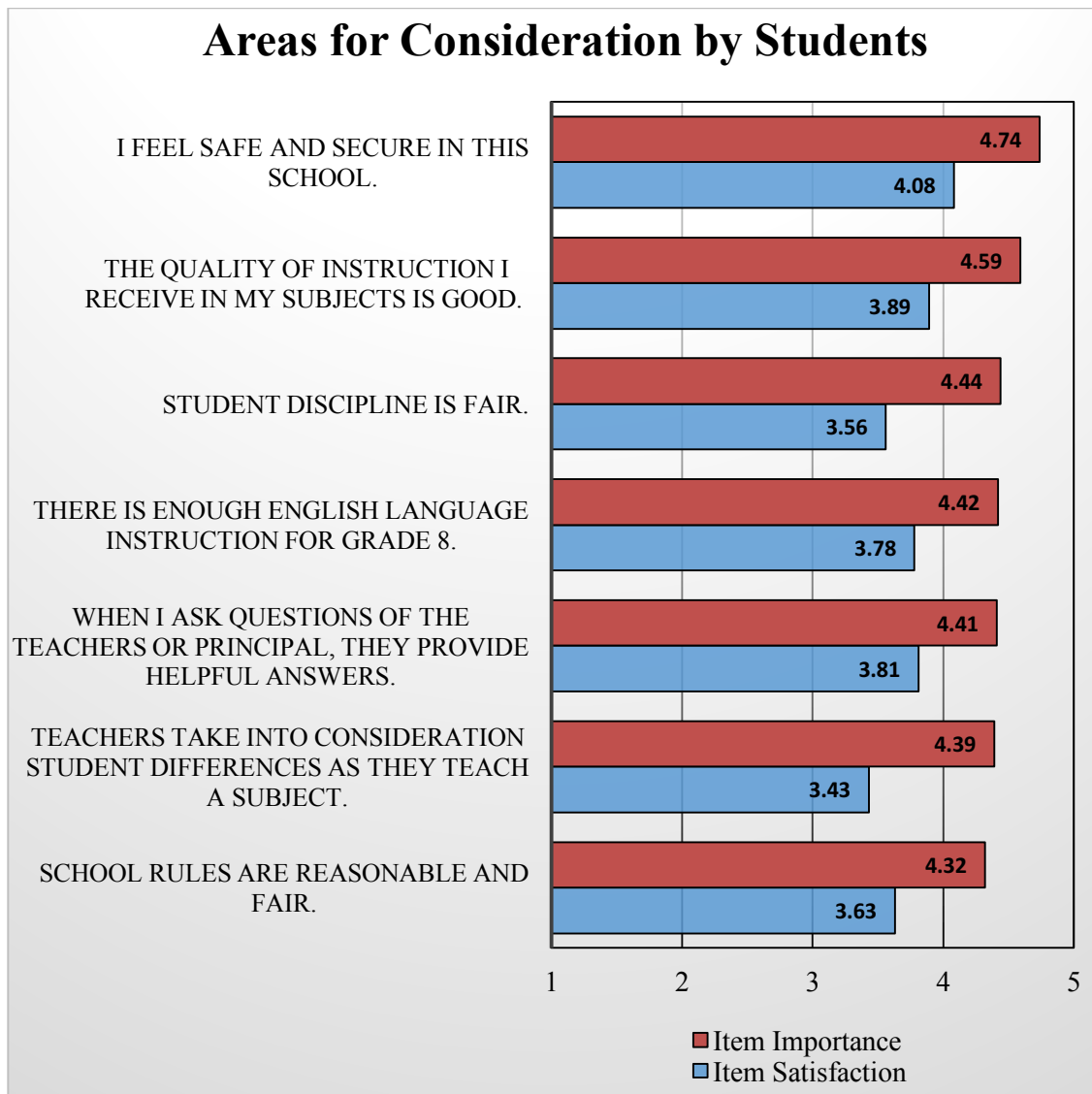
**Table 4.5- Student Performance Gap Means  
Descriptive Statistics**

	N	Minimum	Maximum	Rank
Gap_performance15	1	1.08	1.08	1
Gap_performance45	1	1.00	1.00	2
Gap_performance36 🚩	1	.96	.96	3
Gap_performance17	1	.89	.89	4
Gap_performance41 🚩	1	.88	.88	5
Gap_performance39 🚩	1	.70	.70	6
Gap_performance27	1	.69	.69	7
Gap_performance43	1	.67	.67	8
Gap_performance33	1	.67	.67	9
Gap_performance6 🚩	1	.66	.66	10
Gap_performance46 🚩	1	.64	.64	11
Gap_performance18	1	.61	.61	12
Gap_performance38 🚩	1	.60	.60	13
Gap_performance29	1	.60	.60	13
Gap_performance12	1	.55	.55	
Gap_performance16	1	.55	.55	
Gap_performance13	1	.52	.52	
Gap_performance49	1	.47	.47	
Gap_performance5	1	.47	.47	
Gap_performance4	1	.47	.47	
Gap_performance35	1	.46	.46	
Gap_performance37	1	.44	.44	
Gap_performance26	1	.44	.44	
Gap_performance11	1	.42	.42	
Gap_performance3	1	.42	.42	
Gap_performance48	1	.41	.41	
Gap_performance31	1	.41	.41	
Gap_performance23	1	.40	.40	
Gap_performance44	1	.39	.39	

Gap_performance40	1	.39	.39	
Gap_performance47	1	.38	.38	
Gap_performance9	1	.34	.34	
Gap_performance24	1	.34	.34	
Gap_performance10	1	.34	.34	
Gap_performance8	1	.34	.34	
Gap_performance28	1	.32	.32	
Gap_performance1	1	.31	.31	
Gap_performance34	1	.28	.28	
Gap_performance42	1	.27	.27	
Gap_performance30	1	.27	.27	
Gap_performance7	1	.26	.26	
Gap_performance22	1	.21	.21	
Gap_performance32	1	.17	.17	
Gap_performance20	1	.17	.17	
Gap_performance25	1	.16	.16	
Gap_performance19	1	.11	.11	
Gap_performance21	1	.08	.08	
Gap_performance50	1	.02	.02	
Gap_performance2	1	-.08	-.08	
Gap_performance14	1	-.52	-.52	
Valid N (listwise)	1			

In figure 4.4, I depict all the areas for consideration, comparing the importance and satisfaction means for each item on a five-point Likert scale. All these areas are listed in descending order of importance score. The data collected from the focus group interviews with students in the next chapter will provide more detailed information about these areas related to students' perceptions of French immersion programming in the three selected schools, help to better understand the areas for consideration, and finally provide the direction that the schools needs in order to improve the situation.

**Figure 4.4- Areas for Consideration by Students**



According to Erwin (1991), an instrument employed in research (such as that found in the present study) should have both good reliability and evidence of validity so that the assessment information are helpful in decision making. The reliability of the SSI has proven to be exceptionally high. Cronbach's alpha, as calculated by SPSS, was .93 for the set of importance scores and .94 for the set of satisfaction scores.

### **Student scale report.**

In order to produce scale scores, the items on the student surveys have been analyzed statistically and conceptually, according to Noel-Levitz (2015). All the survey items are categorized under 9 different scales. For example, a scale such as Safety and Security includes items about how safe students feel at school, as well as their perceptions of the effectiveness of emergency programs. These scales provide the big picture overview of what matters to the students. The scales are listed in descending order of importance. The overview from the scales also allows one to see at a glance how students, teachers and principals, and parents perceive these areas they value most similarly or differently.

According to Noel-Levitz (2015), “each scale mean is calculated by adding each respondent’s item ratings to get a scale score, dividing by the number of respondents, adding all respondents’ scale scores, and dividing the sum of the scale scores by the number of respondents” (p. 4). Reviewing and understanding the scale scores is important to see the areas or categories that matter most to students but not enough to do a complete analysis. For a complete data analysis, items means and scale means are both calculated. Generally, categories comprising *Safety and Security*, *Students Centeredness*, and *School Support Services* matter most to students.

The table 4.6 shows each scale score for students, sharing these scales importance scores with the Grade 8 stakeholders to communicate important areas to students. The scales are listed in descending order of importance. Students can be very satisfied with the overall feeling of security, but unhappy with emergency programs in their school. As a result, students’ perceptions are not clear enough by looking only at the scale score. That becomes more apparent

by reviewing individual item scores presented through the descriptive statistics in the above tables.

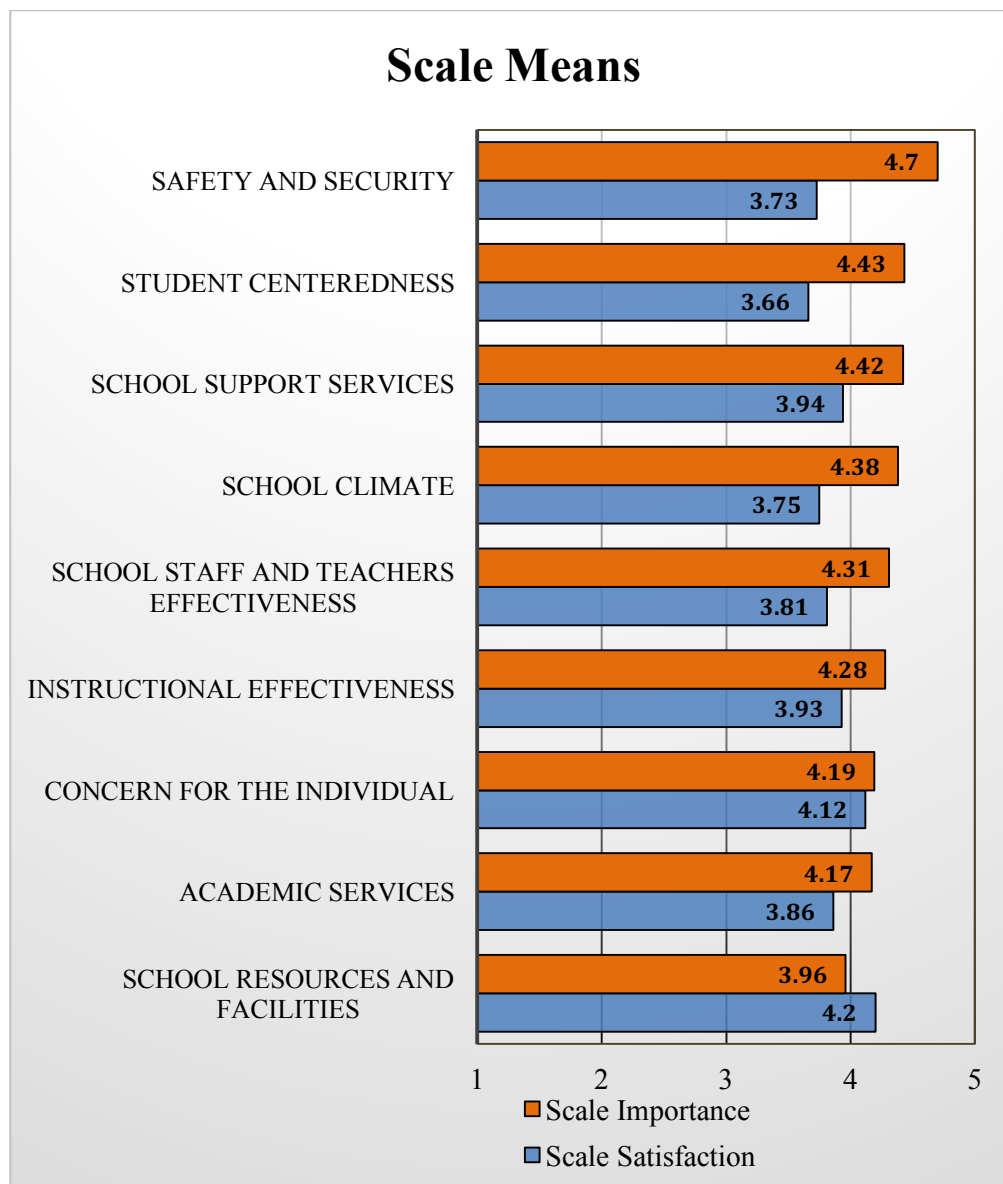
**Table 4.6- Scale Importance  
Descriptive Statistics**

	N	Scale Means
Safety_Security_Importance_Mean	1	4.70
Student_Centeredness_Importance_Mean	1	4.43
School_Support_Services_Importance_Mean	1	4.42
School_Climate_Importance_Mean	1	4.38
Staff_Teachers_Effectiveness_Importance_Mean	1	4.31
Instructional_Effectiveness_Importance_Mean	1	4.28
Concern_Individuals_Importance_Mean	1	4.19
Academic_Services_Importance_Mean	1	4.17
School_Resources_Facilities_Importance_Mean	1	3.96
Valid N (listwise)	1	

In figure 4.5, I show the scale importance and satisfaction scores for students as a visual of the matrix for prioritizing actions in the three schools. The shown data consist of the level of priority for each of the nine scales and the level of satisfaction for each of the nine scales. These scale scores will be compared later to the principals' and teachers' importance scores in the next section.

Recall that items, which contribute to each scale, are described in the scale section found in Chapter three.

**Figure 4.5- Nine Student Scale Mean Scores**



### **Summary items for students.**

Typically, three summary items appear in the final section of the students' questionnaire. Students responded to three questions through assigning a value between 1 to 5. The summary report represents a good bottom-line overview of how students feel about their experience,

calculating the average scores and the percentage of students who responded to each of the possible responses (Noel-Levitz, 2015; Tables 4.7 & 4.8).

The summary report does demonstrate a strong correlation to school success and retention rates. According to satisfaction-priorities surveys interpretive guide (Noel-Levitz, 2015), “institutions with higher scores on these three items also enjoy higher graduation rates” (p. 12). But, to provide specific direction on what needs to be changed to improve French immersion programming, it is essential to work on ameliorating the identified areas for consideration by students and promoting school strengths.

**Table 4.7- Mean Scores for Summary Items in SSI Survey  
Descriptive Statistics**

	N	Mean
[c51.0] How good has your experience been in this school?	37	3.68
[c52.0] Rate your overall satisfaction with your experience here.	36	4.06
[c53.0] All in all, if you had to do over again, would you go to this school?	37	4.14
Valid N (listwise)	36	

### **Data Summary**

In analyzing individual survey items related to the nine scales, expectations were exceeded in areas such as student learning, emergency procedures, future job opportunities, equal opportunities for school activities, knowledgeable teachers, individual’s success, helpful and approachable vice principals, transportation, welcoming atmosphere, and encouragement given by the school to stay in the French immersion programming. One may recall that *strengths* are items of high importance and high satisfaction.



**Table 4.8-Summary Percentage Report for Students**

How good has your experience been in this?	3.68
1=Much worse than expected	0%
2=Worse than I expected	8%
3=About what I expected	30%
4=Better than I expected	38%
5=Much better than I expected	19%
Rate your overall satisfaction with your experience here.	4.06
1=Not satisfied at all	0%
2=Not very satisfied	5%
3=No opinion	11%
4=Satisfied	56%
5=Very satisfied	27%
All in all, if you had to do it over, would you go to this?	4.14
1=Definitely not	0%
2=Probably not	8%
3=No opinion	11%
4=Probably yes	40%
5=Definitely yes	40%

Analysis drawn from the data of the individual survey items also shows that students' expectations were not being met in areas such as the safety and security, good quality of instruction, student discipline, enough English instruction, helpful answers by teachers and principals, teaching subjects considering student differences, and school rules. All these areas for consideration will be studied in Chapter five, analyzing the collected data from focus group interviews with students to better understand their situations.

In diagram 4.8, Safety and Security rating are presented with the highest importance rank among the nine scales. School Resources and Facilities were rated least important by the students, followed by Academic Services and Concern for the Individual. These scales will be compared with teachers' and principals' importance scale in the next section to see where their

perceptions align or differ from each other.

Based on the three items rated by students in the summary section of the questionnaire, 38 percent of students said that their experiences have been better than expected, 56 percent were satisfied, and 40 percent would register in these schools if they had to do it over.

### **Analysis of Satisfaction Instruments for Teachers and Principals**

The Institutional Priorities Survey (IPS) is similar the Student Satisfaction Inventory (SSI). All the items are worded in a way to be parallel to the items on the SSI.

While the SSI was created to assess students' satisfaction with their school experiences, the IPS measures the priority teachers and principals "believe students place on the same range of student experiences" (Noel-Levitz, 2009, p.1).

The IPS instrument was comprised of 54 statements, with each statement correlating to one of 9 scales: School Climate, Concern about Individuals, School Staff and Teacher Effectiveness, Safety and Security, Academic Services, Instructional Effectiveness, School Resources and Facilities, Student Centeredness, and School Support Services.

Similar to the SSI data, teachers and principals demonstrate a level of importance and a level of agreement (rather than satisfaction) on statements of expectation related to the student experience. The IPS assesses three different scores per item, including an importance score, an agreement score, and a performance gap score. A performance gap is measured by subtracting the agreement score from the importance score. The administration of both the IPS and SSI at or near the same time allows us to directly compare importance and agreement/satisfaction scores for each statement and scale in order to determine the inconsistencies between what students expect and what principals and teachers believe. Consequently, compared with the SSI data, the PSI demonstrates the areas of agreement and disagreement that require further examination.

## Strengths.

As shown in table 4.9 (Teacher and Principal Importance Means), and further comparing table 4.9 with table 4.10 (Teacher and Principal Agreement Means), items with a star (★) are the strengths of French immersion programming where there is a higher level of importance and a higher level of agreement. Scores are ranked in descending order of importance in the table below. Therefore, the item at the top of the table is the most important item.

**Table 4.9- Teacher and Principal Importance Means  
Descriptive Statistics**

	N	Mean	Rank
[29.0] This school shows concerns for students as individuals. ★	14	5.00	1
[5.0] The school is safe and secure for all students. ★	14	5.00	2
[3.0] Teachers are caring and helpful.	14	5.00	3
[19.0] There is a commitment to students' success in this school. ★	14	4.93	4
[18.0] Students are able to learn at this school.	14	4.93	5
[12.0] Teachers are fair in their treatment of individual students.	14	4.93	6
[7.0] Teachers are concerned about students' success as individuals. ★	14	4.93	7
[2.0] Teachers are knowledgeable.	14	4.93	8
[31.0] Student discipline is fair.	14	4.86	9
[28.0] The quality of instruction students receive in their subjects is good.	14	4.86	10
[25.0] Teachers take into consideration student differences as they teach a subject. 🚩	14	4.86	11
[17.0] The school has clear procedures for emergencies.	14	4.86	12
[1.0] The principal cares about students as individuals. ★	14	4.86	13
[21.0] Students are made to feel welcome in this school. ★	14	4.86	14
[8.0] The quality of instruction that students receive in French is good. 🚩	14	4.86	15
[30.0] There is a strong commitment to racial harmony in this school.	14	4.79	16
[4.0] The principal is helpful and approachable to students. ★	14	4.79	17
[38.0] Teachers use French actively in all subjects (except English).	14	4.79	18
[22.0] Teachers provide timely feedback about student progress in a subject (e.g., report cards).	14	4.79	19
[14.0] The main office staff are helpful and approachable to students. ★	14	4.71	20
[6.0] The vice-principal is helpful and approachable to students.	14	4.71	20
[20.0] The French immersion program is designed to meet students_ individual needs.	14	4.71	20
[9.0] Library resources are good for students_ needs.	14	4.71	20

[37.0] Teachers use a variety of teaching techniques.	14	4.64	
[23.0] French immersion improves students_ job opportunities.	14	4.57	
[15.0] Transportation to school is available if students need it.	14	4.57	
[11.0] The classrooms have good space, lighting, heat, air conditioning, and comfortable desks.	14	4.57	
[40.0] Students are encouraged to remain in French immersion throughout high school.	13	4.54	
[10.0] Teachers help students set their own learning goals.	14	4.50	
[34.0] Students are able to express complaints or concerns.	14	4.50	
[24.0] This school has a good reputation among French immersion schools.	14	4.43	
[32.0] Teachers are usually available after class hours for help.	14	4.36	
[27.0] When students ask questions of us, they are provided with helpful answers.	14	4.36	
[39.0] There are people who talk with students about the advantages and disadvantages of staying in the program.	14	4.29	
[13.0] Computers are available and work well.	14	4.29	
[35.0] The extra curricular activities are sufficient.	14	4.00	
[26.0] Homework is reasonable (hours spent on homework).	14	3.86	
[36.0] There is enough English language instruction for Grade 8.	14	3.64	
[16.0] The exams, quizzes, and tests help students to learn.	14	3.64	
[33.0] There are a good number of subject choices for students.	14	3.57	
Valid N (listwise)	13		

### **Areas for consideration by teachers and principals.**

Table 4.10 indicates the data measured through the descriptive statistics by SPSS. The agreement score means are listed in descending order of agreement. The standard deviation (SD) in the agreement score columns shows the variability in the agreement scores. The areas for consideration as items with higher importance and lower agreement are indicated with a flag (🚩) in both table 4.9 and table 4.10. Similarly the areas for consideration as items (See Appendix A) with higher importance and larger performance gap are presented in table 4.11. These areas are listed in descending order of largest performance gaps to smallest performance gaps by teachers and principals.

**Table 4.10- Teacher and Principal Agreement Means  
Descriptive Statistics**

	N	Mean	Std. Deviation	Rank
[1.0] The principal cares about students as individuals. ★	14	4.64	.497	1
[5.0] The school is safe and secure for all students. ★	14	4.57	.514	2
[21.0] Students are made to feel welcome in this school. ★	14	4.50	.519	3
[15.0] Transportation to school is available if students need it.	14	4.50	.519	4
[4.0] The principal is helpful and approachable to students. ★	14	4.50	.519	5
[29.0] This school shows concerns for students as individuals. ★	14	4.43	.514	6
[7.0] Teachers are concerned about students' success as individuals. ★	14	4.43	.514	7
[18.0] Students are able to learn at this school.	12	4.42	.515	8
[19.0] There is a commitment to students' success in this school. ★	14	4.36	.497	9
[14.0] The main office staff are helpful and approachable to students. ★	14	4.36	.497	10
[17.0] The school has clear procedures for emergencies.	14	4.36	.497	10
[30.0] There is a strong commitment to racial harmony in this school.	14	4.29	.611	
[24.0] This school has a good reputation among French immersion schools.	14	4.29	.611	
[12.0] Teachers are fair in their treatment of individual students.	14	4.29	.611	
[6.0] The vice-principal is helpful and approachable to students.	14	4.29	.611	
[3.0] Teachers are caring and helpful.	14	4.29	.469	
[34.0] Students are able to express complaints or concerns.	14	4.21	.426	
[23.0] French immersion improves students' job opportunities.	14	4.21	.802	
[35.0] The extra curricular activities are sufficient.	14	4.14	.363	
[31.0] Student discipline is fair.	14	4.14	.770	
[2.0] Teachers are knowledgeable.	14	4.14	.363	
[27.0] When students ask questions of us, they are provided with helpful answers.	14	4.07	.475	

[38.0] Teachers use French actively in all subjects (except English).	14	4.00	.784	
[28.0] The quality of instruction students receive in their subjects is good.	14	4.00	.555	
[22.0] Teachers provide timely feedback about student progress in a subject (e.g., report cards).	14	4.00	.784	
[39.0] There are people who talk with students about the advantages and disadvantages of staying in the program.	14	3.93	.475	
[37.0] Teachers use a variety of teaching techniques.	14	3.93	.616	
[36.0] _ There is enough English language instruction for Grade 8.	14	3.93	.730	
[26.0] _ Homework is reasonable (hours spent on homework).	14	3.86	.770	10
[32.0] Teachers are usually available after class hours for help.	14	3.86	.770	10
[b25.0] Teachers take into consideration student differences as they teach a subject. 🚩	14	3.86	.770	10
[8.0] The quality of instruction that students receive in French is good. 🚩	14	3.86	.363	9
[20.0] The French immersion program is designed to meet students' individual needs.	14	3.79	.802	8
[16.0] The exams, quizzes, and tests help students to learn.	14	3.79	.699	7
[40.0] Students are encouraged to remain in French immersion throughout high school.	13	3.77	.927	6
[10.0] Teachers help students set their own learning goals.	14	3.71	.825	5
[9.0] Library resources are good for students_ needs.	14	3.43	.852	4
[33.0] There are a good number of subject choices for students.	14	3.36	1.008	3
[13.0] Computers are available and work well.	14	3.29	.994	2
[11.0] The classrooms have good space, lighting, heat, air conditioning, and comfortable desks.	14	3.29	1.069	1
Valid N (listwise)	11			

As discussed above, the performance gap is determined by subtracting the agreement score from the importance score. In the table below, the areas of consideration with higher importance and larger performance gap are indicated with a flag (🚩). The data related to the areas for consideration from the perceptions of the teachers and principals are then combined

with the results from the SSI Surveys to provide a broader view of the current situation at the three selected schools.

**Table 4.11- Teacher and Principal Performance Gap Means  
Descriptive Statistics**

	N	Minimum	Maximum	Rank
Gap_Performance11	1	1.28	1.28	1
Gap_Performance9	1	1.28	1.28	2
Gap_Performance20	1	1.14	1.14	3
Gap_Performance25 🚩	1	1.00	1.00	4
Gap_Performance8 🚩	1	1.00	1.00	5
Gap_Performance13	1	1.00	1.00	6
Gap_Performance28 🚩	1	.86	.86	7
Gap_Performance38 🚩	1	.79	.79	8
Gap_Performance22 🚩	1	.79	.79	9
Gap_Performance10	1	.79	.79	10
Gap_Performance2 🚩	1	.79	.79	10
Gap_Performance40	1	.77	.77	
Gap_Performance31	1	.72	.72	
Gap_Performance3	1	.71	.71	
Gap_Performance37	1	.71	.71	
Gap_Performance12	1	.64	.64	
Gap_Performance19	1	.57	.57	
Gap_Performance18	1	.51	.51	
Gap_Performance32	1	.50	.50	
Gap_Performance30	1	.50	.50	
Gap_Performance17	1	.50	.50	
Gap_Performance7	1	.50	.50	
Gap_Performance5	1	.43	.43	
Gap_Performance6	1	.42	.42	

Gap_Performance23	1	.36	.36
Gap_Performance21	1	.36	.36
Gap_Performance39	1	.36	.36
Gap_Performance14	1	.35	.35
Gap_Performance34	1	.29	.29
Gap_Performance27	1	.29	.29
Gap_Performance4	1	.29	.29
Gap_Performance1	1	.22	.22
Gap_Performance33	1	.21	.21
Gap_Performance24	1	.14	.14
Gap_Performance15	1	.07	.07
Gap_Performance26	1	.00	.00
Gap_Performance35	1	-.14	-.14
Gap_Performance16	1	-.15	-.15
Gap_Performance36	1	-.29	-.29
Valid N (listwise)	1		

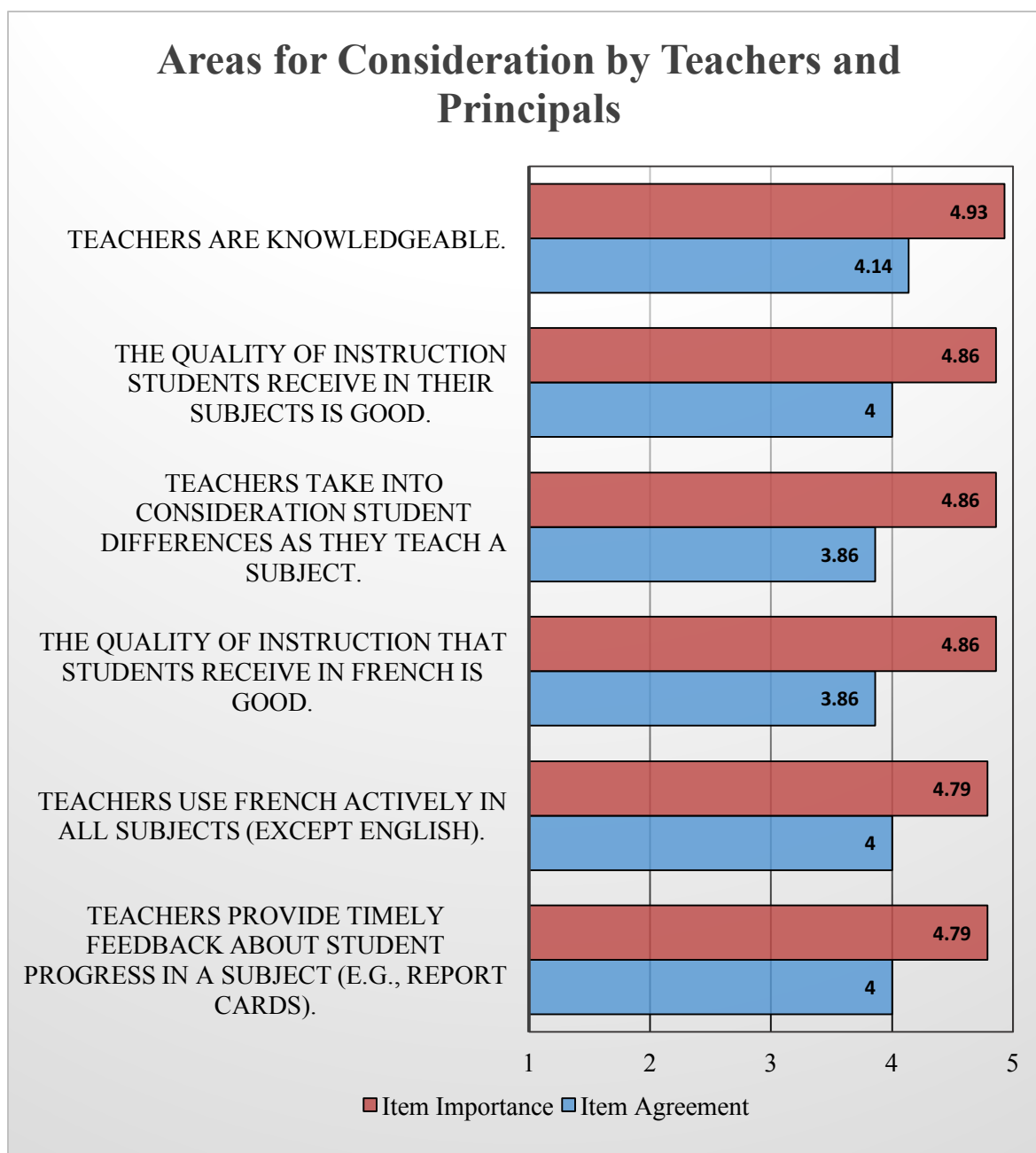
From the data collected through the IPS Surveys, in Figure 4.6 I present items with higher importance and lower agreement, or larger performance gaps—known as the *areas for consideration*. These areas are listed in descending order of importance.

In Figure 4.7, I depict the areas for consideration from both the students' and the teachers' and principals' perceptions. These represent the similarities and differences in perceptions of these two groups and through this, I argue, one may to discover the discrepancies between the stakeholders at the level of policy-in-experience and policy-in-implementation in French immersion programming in the participating schools. Areas for consideration for both groups will be addressed separately in the exploration of interviews with students, and principals and teachers to identify their perceptions for the short-term and long term planning.



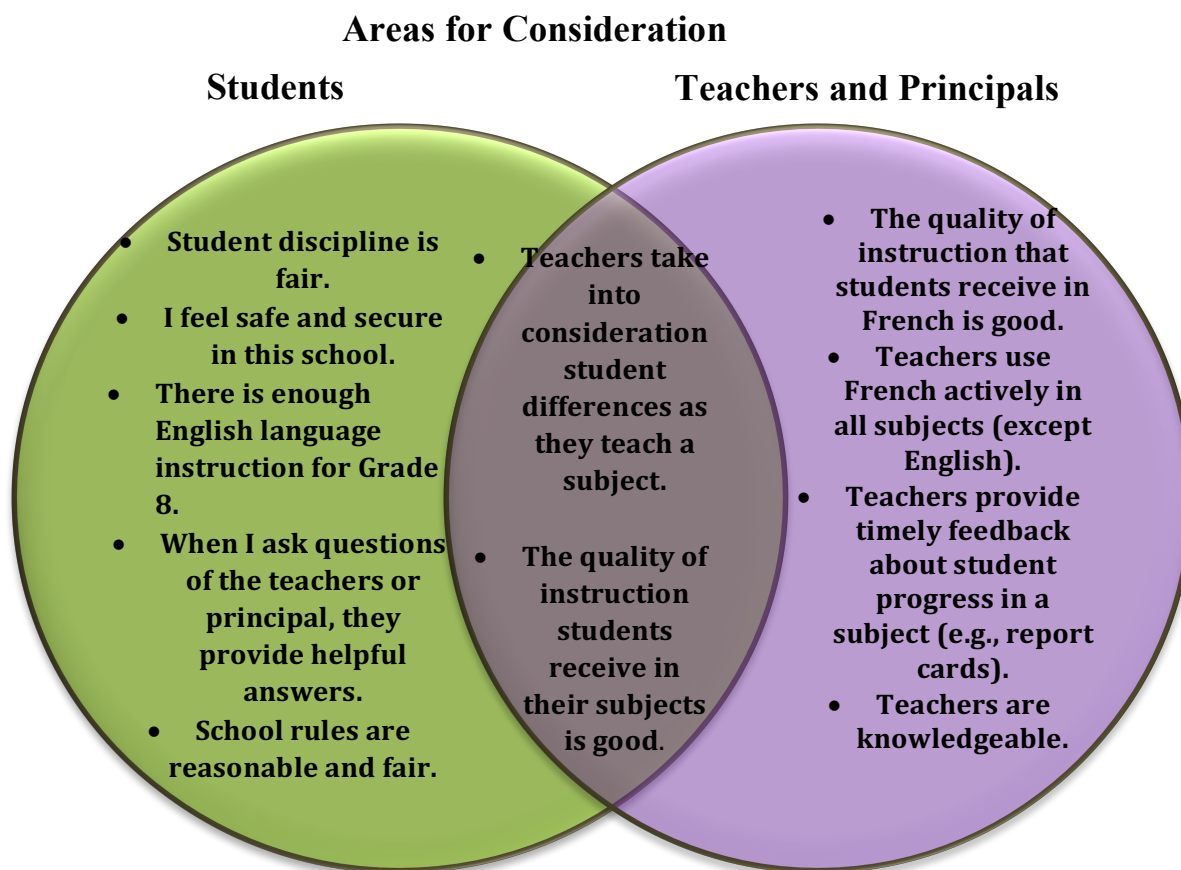
In figure 4.7, I demonstrated Grade 8 students', and teachers' and principals' perceptions regarding the areas for consideration in French immersion programming in the three elementary schools from two publicly funded school divisions in Saskatchewan.

**Figure 4.6- Areas for Consideration by Teachers and Principals**



The areas of consideration shown below are the issues that matter to students, principals and teachers, and the areas that they feel are priorities for improvement.

**Figure 4.7- Comparing Areas for Consideration Perceived by Students, and Teachers and Principals**



It is significant that students, and teachers and principals all believe that there should be improvement in the quality of instruction. However, teachers and principals at the level of policy-in-implementation are more concerned about the quality and amount of French instruction in the schools, and students at the level of policy-in-experience are more focused on the quality and amount of English instruction as one of the areas for consideration. Consideration of student differences while teaching a subject is a common concern among students, and teachers and

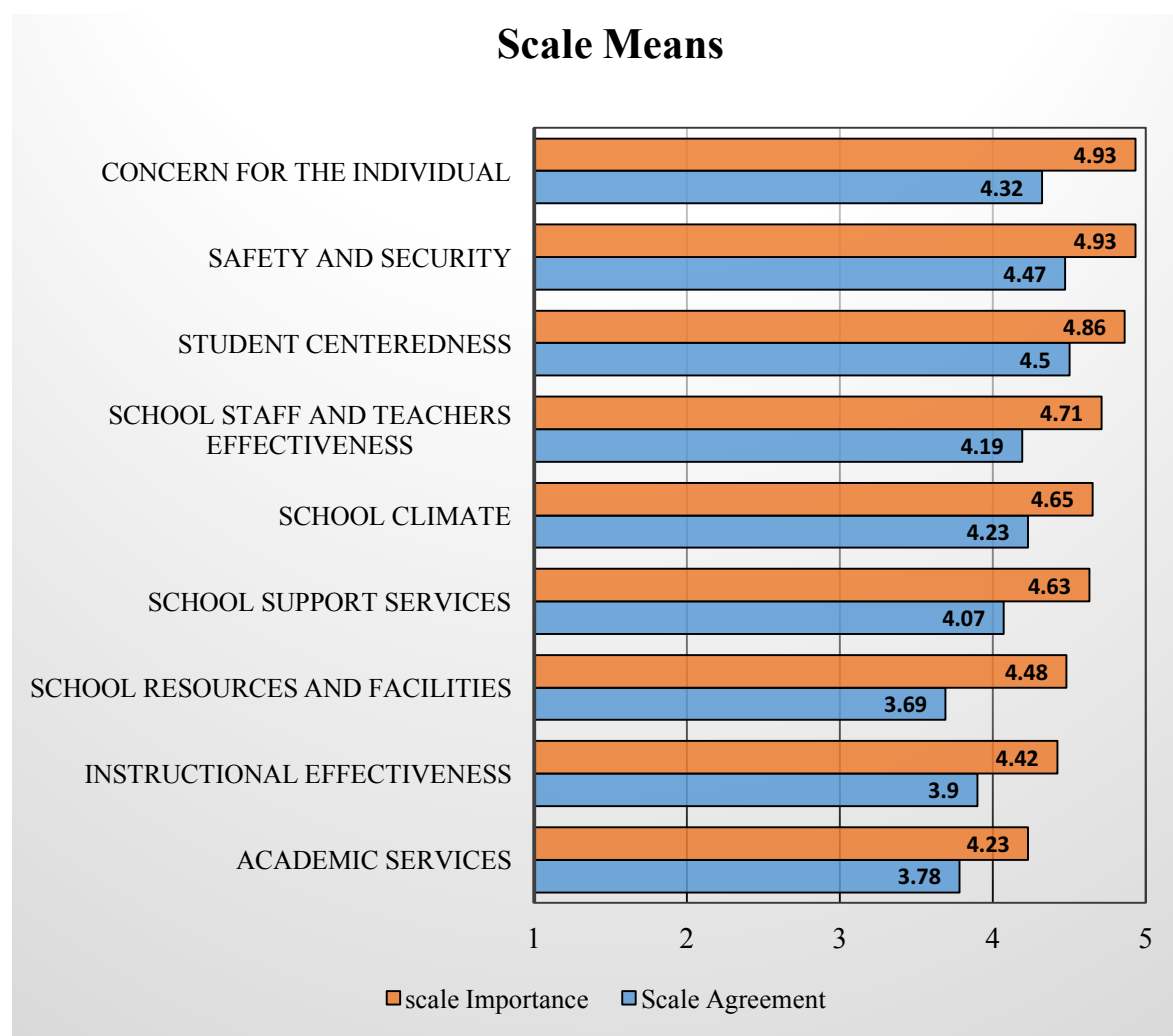
principals respectively. Nonetheless, their perceptions related to the areas for consideration differ from one another: the fairness of school discipline and rules, safety and security, and helpful answers provided by teachers and principals are considered as important areas to improve for students. Nevertheless, the school staff priorities are to enhance the quality of feedback provided to parents through report cards, and to ensure to have knowledgeable teachers in the program (see Diagram 4.15 for details). Comparing the collected data from parents' questionnaires about their perceptions on the areas for consideration with the above results collected from students, and teachers and principals will provide a more complete data for the analysis of Grade 8 French immersion programming implemented in the three elementary schools with regards to Guba's (1985) framework. I will describe and compare the perceptions from all the participants in the section related to the analysis of parents' data to identify where issues may be viewed differently (See Figure 4. 12). The reliability of the IPS has proven to be high. Cronbach's alpha, as calculated by SPSS, was .85 for the set of importance scores and .83 for the set of agreement scores.

#### **Teacher and principal scale report.**

Similar to students' survey, the survey items in teachers' and principals' questionnaire are categorized based on 9 different scales. For example, a scale such as *School Climate* includes items about school reputation, racial harmony, student discipline, and assessment of student channels to express complaints or concerns. These scales provide an overall overview of what matters to the teachers and principals, compared to students and parents at the level of policy-in-experience. The scales are listed in descending order of importance. The scales such as *Concern for the individual*, *Safety and Security*, and *Student Centeredness* matter most to

teachers and principals (Figure 4.8). However, *Safety and Security*, *Students Centeredness*, and *School Support Services* are the most important categories for students.

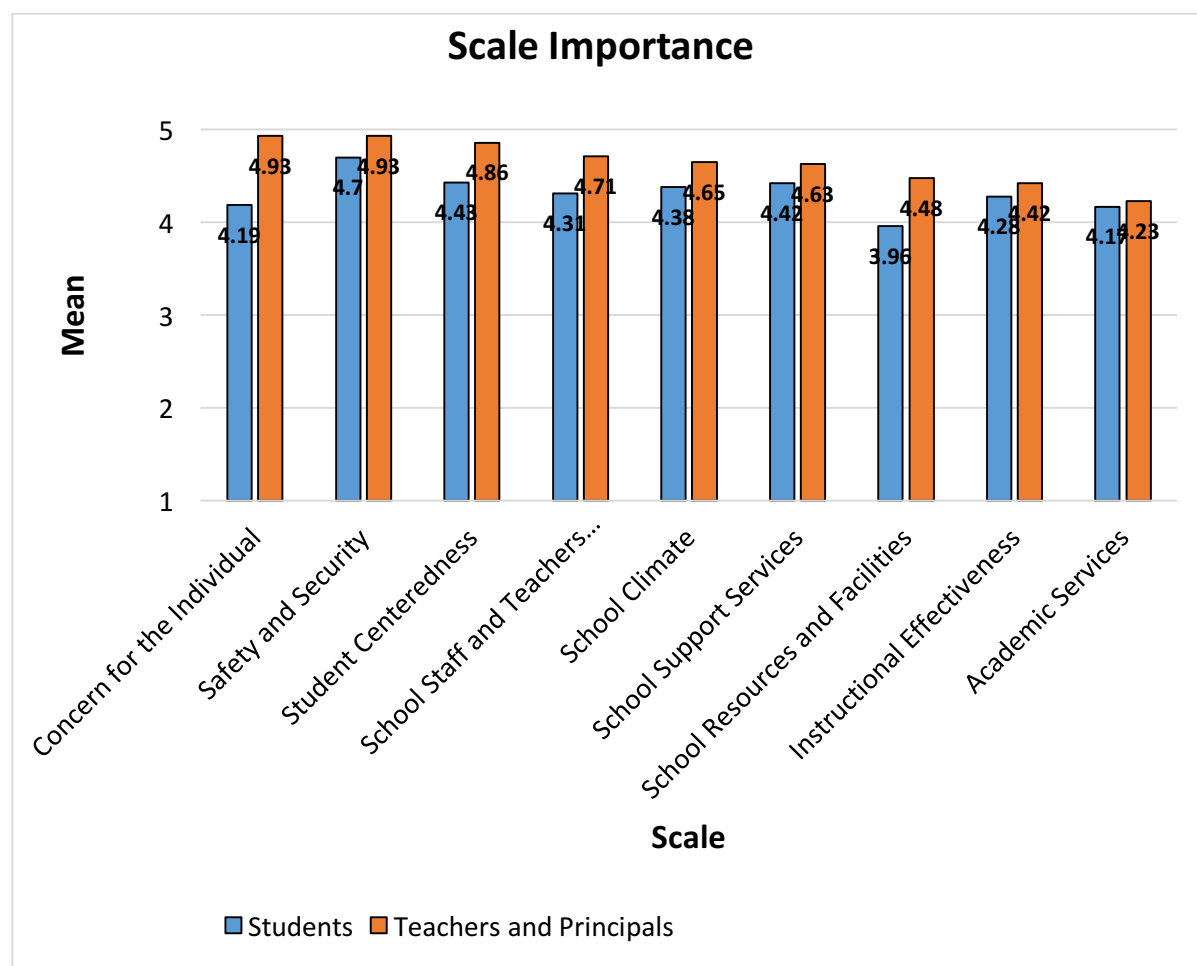
**Figure 4.8- Nine Teacher and Principal Scale Mean Scores**



I showed these scale score means in the figure 4.9, comparing the students and the teachers and principals in order to identify their perceptions regarding the categories that matter most to the participants at the level of policy-in experience, and policy-in-implementation. Sharing and communicating these scale scores provides a broad picture of similar and different perceptions given by the Grade 8 stakeholders at these two levels. This also allows for a better analysis of French immersion programming that is not just

based on the administrators' and governments' perceptions at the policy-in-intention level (macro-level stakeholders).

**Figure 4.9- Comparing Student, and Teacher and Principal Scale Scores**



#### **Items without scale importance scores.**

In the IPS survey, there are items that measure only the teachers' and principals' level of agreement regarding school commitment to early and late immersion students, to students with disability, to Aboriginal students, and to students whose mother tongue is other than English or French. To show the results from the collected data for these items, I provided the percentage report to communicate the data in a manner that is more readily understood by all

the school stakeholders (Table 4.13). The average scores are also calculated for each item in Table 4.12.

**Table 4.12- Mean Scores for Items Without Scale Importance Scores  
Descriptive Statistics**

	N	Mean
[41.0] The school's commitment to early-immersion students.	14	4.64
[42.0] The school's commitment to students with disabilities.	13	4.23
[43.0] The school's commitment to late-immersion students.	14	3.29
[44.0] The school's commitment to students whose mother tongue is other than English or French.	14	4.43
[45.0] The school's commitment to Aboriginal students.	14	4.36
Valid N (listwise)	13	

In Table 4.12, considering the fact that not all the French immersion schools participating in this research had a late-immersion program, the mean score calculated for teachers' and principals' level of agreement on school commitment to late immersion students is low.

The data from items without scale importance scores can be compared with the goals and objectives set by the administrators at the level of policy-in-intention in the French immersion curriculum that is described in Chapter two. The results presented above could be used as a tool to measure how much these intended goals are accomplished by the implemented curriculum.

**Table 4.13-Item Percentage Report for Items Without Scale Importance Scores**

The school's commitment to early immersion students.	4.64
1=Strongly disagree	0%
2=Disagree	0%
3=No opinion	0%
4=Agree	36%
5=Strongly agree	64%
The school's commitment to students with disabilities.	4.23
1=Strongly disagree	0%
2=Disagree	8%
3=No opinion	8%

**Table 4.13-Item Percentage Report for Items Without Scale Importance Scores**

4=Agree	38%
5=Strongly agree	46%
The school's commitment to late-immersion students.	3.29
1=Strongly disagree	0%
2=Disagree	14%
3=No opinion	71%
4=Agree	14%
5=Strongly agree	14%
The school's commitment to students whose mother tongue is other than English or French.	4.43
1=Strongly disagree	0%
2=Disagree	8%
3=No opinion	14%
4=Agree	28%
5=Strongly agree	57%
The school's commitment to Aboriginal students.	4.36
1=Strongly disagree	0%
2=Disagree	7%
3=No opinion	0%
4=Agree	43%
5=Strongly agree	50%

**Analysis of enrolment factors for teachers and principals.**

In the IPS survey, there are items that indicate teachers' and principals' level of importance on factors that impact students' decision to enrol in their current French immersion school. These items appear at the end of the survey, followed by the summary questions. They only reflected an importance score and are not assessed in determination of areas for consideration and school strengths.

One of the important factors to increase the retention rate is the awareness of the

motivational factors in students' decision to enrol at French immersion schools. Considering the young age of the students participating in my research study, as well as the major parental role in the enrolment of their children in French immersion elementary schools, these items are not included in the SSI survey and will be asked only from Grade 8 teachers and principals, and parents to compare their perceptions. These data provide useful information for the recruitment and determination of the school facilities to best position and present French immersion schools (Noel-Levitz, 2015). For instance, if school appearance is a primary factor in parents' decision to enrol their children, then school policies should be re-examined. This also suggests school appearance is more important than academic reputation for parents since they might not value the education that is provided to them to ensure they are satisfied with their experience.

**Table 4.14- Importance Mean Scores for Enrolment Factors**  
**Descriptive Statistics**

	N	Mean
[46.0] Parents' approval as factor in decision to enroll.	14	4.21
[50.0] Recommendation from family/friends as factor in decision to enroll.	14	4.00
[47.0] Academic reputation as factor in decision to enroll.	14	3.71
[51.0] School appearance as factor in decision to enroll.	14	3.64
[48.0] Size of school as factor in decision to enroll.	14	3.07
[49.0] Opportunity to play sports as factor in decision to enroll.	14	2.71
Valid N (listwise)	14	

The enrolment factors based on the teachers' and principals' perceptions are listed in descending order of importance in the above table.

#### **Summary items for teachers and principals.**

In accordance with the description given in detail in the SSI section for the summary items, these items provide a final overview of how teachers and principals believe Grade 8 students feel about their experience in schools. In the summary report represented in two below



tables, I showed the average scores and the percentage of principals and teachers who rated each of the possible responses on a five-scale ranking.

**Table 4.15- Mean Scores for Summary Items in IPS Survey**  
**Descriptive Statistics**

<b>Indicate how you believe students at this school would response to the following questions:</b>	<b>N</b>	<b>Mean</b>
[52.0] So far, how has your school experience met your expectations?	14	3.79
[53.0] Rate your overall satisfaction with your experience here thus far.	14	4.21
[54.0] All in all, if you had to do over again, would you go to this school?	14	4.50
Valid N (listwise)	14	

Comparing the data in Table 4.15 with students' experiences collected from the summary items reflects how teachers' and principals' views about students' experience are true.

**Table 4.16-Summary Percentage Report for IPS Survey**  
**Indicate how you believe students at this school would response to the following questions:**

So far, how has your school experience met your expectations?	3.79
1=Much worse than expected	0%
2=Worse than I expected	0%
3=About what I expected	28%
4=Better than I expected	13%
5=Much better than I expected	7%
Rate your overall satisfaction with your experience here thus far.	4.21
1=Not satisfied at all	0%
2=Not very satisfied	0%
Rate your overall satisfaction with your experience here thus far.	0%
3=No opinion	
4=Satisfied	78%
5=Very satisfied	21%
All in all, if you had to do over again, would you go to this school	4.50
1=Definitely not	0%
2=Probably not	0%

**Table 4.16-Summary Percentage Report for IPS Survey**  
**Indicate how you believe students at this school would response to the following questions:**

3=No opinion	7%
4=Probably yes	36%
5=Definitely yes	57%

### **Data Summary**

In analyzing individual survey items related to the nine scales, expectations were not met in areas such as the quality of instruction in French and other subjects, consideration of student difference while teaching a subject, active use of French in all subjects, and overall teachers' feedback. These areas identified as *areas for consideration* by teachers and principals were items with higher importance and lower agreement.

The analysis of the data from the individual survey items also shows that students' expectations were being exceeded in areas such as the concern for the individual, safety and security, school commitment to student success, concern about student success as individuals, making students feel welcome, and availability and helpfulness of principals and main office staff. School strengths should be appreciated since their successful and positive responses could be modeled in the areas for consideration.

In figure 4.9, *Concern for the individual, Safety and Security*, and *Student Centeredness* was rated the highest importance among the nine scales. *Academic Services* were rated least important by the teachers and principals, followed by the *Instructional Effectiveness* and *School Resources and Facilities*.

Data from the item percentage report shows that teachers and principals strongly agree that the schools are committed to early immersion students (64%), to students whose mother

tongue is other than English or French (57%), to Aboriginal students (50%), and finally to students with disabilities (46%).

As the most important enrolment factors on a students' decision, teachers and principals rated *Parents' Approval, Recommendation from Family and Friends*, and *Academic Reputation*.

Data collected from the summary items of teachers and principals shows that 28% of teachers and principals said that school has met students' expectations at the "about what I expected level", 78% said that students are satisfied with their school experience, and 57% said that students would definitely register if they had to do it over (see table 4.22 above).

### **Analysis of Satisfaction Instruments for Parents or Guardians**

The Parent Satisfaction Inventory (PSI) became available in 2009, and since 2015 it has been administered by 35 institutions and completed by more than 15,600 parents (Noel-Levitz, 2015). The PSI is similar the Student Satisfaction Inventory (SSI). All the items are worded similarly to the items on the SSI. While the SSI is created to assess students' satisfaction with their school experiences, the PSI measures the priority parents or guardians place on their children school experience.

The PSI instrument is comprised of 55 statements, with each statement correlating to one of 9 scales: School Climate, Concern about Individuals, School Staff and Teacher Effectiveness, Safety and Security, Academic Services, Instructional Effectiveness, School Resources and Facilities, Student Centeredness, and School Support Services.

Similar to the SSI data, parents or guardians responded to twin levels of importance and satisfaction. The PSI assesses three different scores per item, including an importance score, a satisfaction score, and a performance gap score. A performance gap is measured by subtracting the satisfaction score from the importance score. The administration of both the PSI and SSI at

or near the same time allows us to compare parents' perceptions with students' perceptions to find out the areas that issues are viewed differently. Consequently, schools can determine the messages that should be delivered to parents in order to address their issues to help impact retention from French immersion programming (Noel-Levitz, 2015).

### **Strengths.**

Following the explanation of school strengths in the two previous sections, I compared the importance score means shown in table 4.17, with table 4.18 for satisfaction score means, and I identified the strengths as items with higher level of importance and higher level of satisfaction. The school strengths determined by parents or guardians are shown with a star (★). Scores are ranked in descending order of importance in the table below.

**Table 4.17- Parent Scale Importance Means  
Descriptive Statistics**

	N	Mean	Rank
[42.0] Teachers use French actively in all subjects (except English).	4	5.00	1
[39.0] If needed, my child can readily access first aid in this school.	4	5.00	2
[36.0] I am confident my child will be prepared for lots of job opportunities when she/he graduates.	4	5.00	3
[29.0] This school shows concerns for my child as an individual.	4	5.00	4
[28.0] The quality of instruction that my child receives in her/his subjects is good.	4	5.00	5
[27.0] When my child asks questions of the teachers or principal, he/she is provided with helpful answers.	4	5.00	6
[24.0] The French immersion improves my child's future job opportunities.	4	5.00	7
[20.0] There is a commitment to my child's success in this school.	4	5.00	8
[19.0] My child is able to learn at this school.	4	5.00	9
[18.0] The school has clear procedures for emergencies. ★	4	5.00	10
[8.0] The quality of instruction that my child receives in French is good.	4	5.00	11
[41.0] Teachers use a variety of teaching techniques.	4	4.75	12
[37.0] I am confident my child will be successful academically in this school.	4	4.75	13

[26.0] The amount of my child's homework is reasonable (hours spent on homework). ★	4	4.75	14
[23.0] Teachers provide timely feedback about the progress of my child in a subject (e.g., report cards). ★	4	4.75	15
[17.0] It is an enjoyable experience for my child to be a student in this school.	4	4.75	16
[13.0] Teachers are fair in their treatment of my child.	4	4.75	17
[12.0] The classrooms have good space, lighting, heat, air conditioning, and comfortable desks.	4	4.75	18
[5.0] The school is safe and secure.	4	4.75	19
[2.0] Teachers are knowledgeable.	4	4.75	20
[44.0] My child is encouraged to remain in French immersion throughout high school. ★	4	4.50	21
[40.0] There is enough English language instruction for Grade 8.	4	4.50	22
[38.0] This school keeps me informed (e.g., Websites, newsletters, etc.).	4	4.50	22
[30.0] There is a strong commitment to racial harmony in this school.	4	4.50	22
[22.0] My child can easily get involved in school activities.	4	4.50	22
[16.0] Transportation to school is available if my child needs it.	4	4.50	22
[15.0] The main office staff are helpful and approachable to my child.	4	4.50	22
[9.0] Library resources are good for my child's need.	4	4.50	22
[3.0] Teachers are caring and helpful.	4	4.50	22
<hr/>			
[34.0] My child is able to express complaints or concerns.	4	4.25	
[31.0] Student discipline is fair.	4	4.25	
[21.0] Our family is made to feel welcome in this school.	4	4.25	
[14.0] Computers are available and work well.	4	4.25	
[10.0] Teachers help my child set his/her own learning goals.	4	4.25	
[1.0] The principal cares about my child as an individual.	4	4.25	
[43.0] There are people who talk with my child about the advantages and disadvantages of staying in the program.	4	4.00	
[25.0] This school has a good reputation among French immersion schools.	4	4.00	
[7.0] Teachers are concerned about my child's success as an individual.	4	4.00	
[6.0] The vice-principal is helpful and approachable to my child.	4	4.00	
[4.0] The principal is helpful and approachable to my child.	4	4.00	
[33.0] There are a good number of subject choices for my child.	4	3.75	
[11.0] The school is located in our neighbourhood.	4	3.75	
[35.0] The extra curricular activities are sufficient.	4	3.25	

[32.0] Teachers are available to my child after school hours to help.	4	3.25	
Valid N (listwise)	4		

### Areas for consideration by parents.

In table 4.18, the areas for consideration are indicated with a flag (🚩). These areas are items with higher importance and lower satisfaction. The standard deviation (SD) in the satisfaction score columns shows the variability in the satisfaction scores. Following the PSI interpretive guide by Noel-Levitz (2015), areas for consideration are identified as items at or above the mid-point in importance (rank 22) and in the lower quartile (rank 11) of satisfaction scores or items at or above the mid-point in importance (rank 22) and in the top quartile (rank 11) of performance gap scores.

**Table 4.18- Parent Scale Satisfaction Means  
Descriptive Statistics**

	N	Mean	Std. Deviation	Rank
[18.0] The school has clear procedures for emergencies. ★	4	4.75	.500	1
[11.0] The school is located in our neighborhood.	4	4.75	.500	2
[44.0] My child is encouraged to remain in French immersion throughout high school. ★	4	4.50	.577	3
[38.0] This school keeps me informed (e.g., Websites, newsletters, etc.).	4	4.50	.577	4
[30.0] There is a strong commitment to racial harmony in this school.	4	4.50	.577	5
[26.0] The amount of my child's homework is reasonable (hours spent on homework). ★	4	4.50	.577	6
[22.0] My child can easily get involved in school activities.	4	4.50	1.000	7
[21.0] Our family is made to feel welcome in this school.	4	4.50	1.000	8
[15.0] The main office staff are helpful and approachable to my child.	4	4.50	1.000	9
[31.0] Student discipline is fair.	4	4.25	.500	10
[23.0] Teachers provide timely feedback about the progress of my child in a subject (e.g., report cards). ★	4	4.25	.500	11
[17.0] It is an enjoyable experience for my child to be a student in this school.	4	4.25	1.500	

[6.0] The vice-principal is helpful and approachable to my child.	4	4.25	.957	
[43.0] There are people who talk with my child about the advantages and disadvantages of staying in the program.	4	4.00	.816	
[42.0] Teachers use French actively in all subjects (except English).	4	4.00	.816	
[40.0] There is enough English language instruction for Grade 8.	4	4.00	.816	
[37.0] I am confident my child will be successful academically in this school.	4	4.00	1.414	
[29.0] This school shows concerns for my child as an individual.	4	4.00	1.414	
[27.0] When my child asks questions of the teachers or principal, he/she is provided with helpful answers.	4	4.00	2.000	
[19.0] My child is able to learn at this school.	4	4.00	1.414	
[16.0] Transportation to school is available if my child needs it.	4	4.00	1.155	
[5.0] The school is safe and secure.	4	4.00	.000	
[4.0] The principal is helpful and approachable to my child.	4	4.00	1.414	
[39.0] If needed, my child can readily access first aid in this school.	4	3.75	.957	
[35.0] The extra curricular activities are sufficient.	4	3.75	.957	
[34.0] My child is able to express complaints or concerns.	4	3.75	1.258	
[33.0] There are a good number of subject choices for my child.	4	3.75	.957	
[32.0] Teachers are available to my child after school hours to help.	4	3.75	.957	
[28.0] The quality of instruction that my child receives in her/his subjects is good.	4	3.75	1.258	
[25.0] This school has a good reputation among French immersion schools.	4	3.75	.500	
[24.0] The French immersion improves my child's future job opportunities.	4	3.75	1.500	
[20.0] There is a commitment to my child's success in this school. 🚩	4	3.75	1.258	11
[8.0] The quality of instruction that my child receives in French is good. 🚩	4	3.75	1.258	11
[3.0] Teachers are caring and helpful. 🚩	4	3.75	1.258	11
[2.0] Teachers are knowledgeable. 🚩	4	3.75	1.258	10
[1.0] The principal cares about my child as an individual	4	3.75	1.258	9
[36.0] I am confident my child will be prepared for lots of job opportunities when she/he graduates. 🚩	4	3.50	1.291	8
[13.0] Teachers are fair in their treatment of my child. 🚩	4	3.50	1.000	7
[10.0] Teachers help my child set his/her own learning goals.	4	3.50	1.000	6
[9.0] Library resources are good for my child's need. 🚩	4	3.50	1.291	5
[7.0] Teachers are concerned about my child's success as an individual.	4	3.50	1.732	4

[41.0] Teachers use a variety of teaching techniques. 🚩	4	3.25	1.500	3
[14.0] Computers are available and work well.	4	2.75	.957	2
[12.0] The classrooms have good space, lighting, heat, air conditioning, and comfortable desks. 🚩	4	2.75	1.500	1
Valid N (listwise)	4			

I indicated the *areas for consideration* as items (see appendix A) with higher importance and larger performance gaps in the following table 4.19, based on the above description. These areas are listed in descending order of performance gap score and shown with a flag (🚩).

**Table 4.19- Parent Performance Gap Means  
Descriptive Statistics**

	N	Minimum	Maximum	Rank
Gap_Performance12	1	2.00	2.00	1
Gap_Performance41	1	1.50	1.50	2
Gap_Performance36	1	1.50	1.50	3
Gap_Performance14	1	1.50	1.50	4
Gap_Performance39	1	1.25	1.25	5
Gap_Performance28	1	1.25	1.25	6
Gap_Performance24	1	1.25	1.25	7
Gap_Performance20 🚩	1	1.25	1.25	8
Gap_Performance13	1	1.25	1.25	9
Gap_Performance8 🚩	1	1.25	1.25	10
Gap_Performance42	1	1.00	1.00	11
Gap_Performance29 🚩	1	1.00	1.00	11
Gap_Performance27 🚩	1	1.00	1.00	11
Gap_Performance19 🚩	1	1.00	1.00	11
Gap_Performance9 🚩	1	1.00	1.00	11
Gap_Performance2	1	1.00	1.00	11
Gap_Performance38	1	.90	.90	
Gap_Performance37	1	.75	.75	
Gap_Performance10	1	.75	.75	
Gap_Performance5	1	.75	.75	
Gap_Performance3	1	.75	.75	
Gap_Performance40	1	.50	.50	
Gap_Performance34	1	.50	.50	
Gap_Performance23	1	.50	.50	

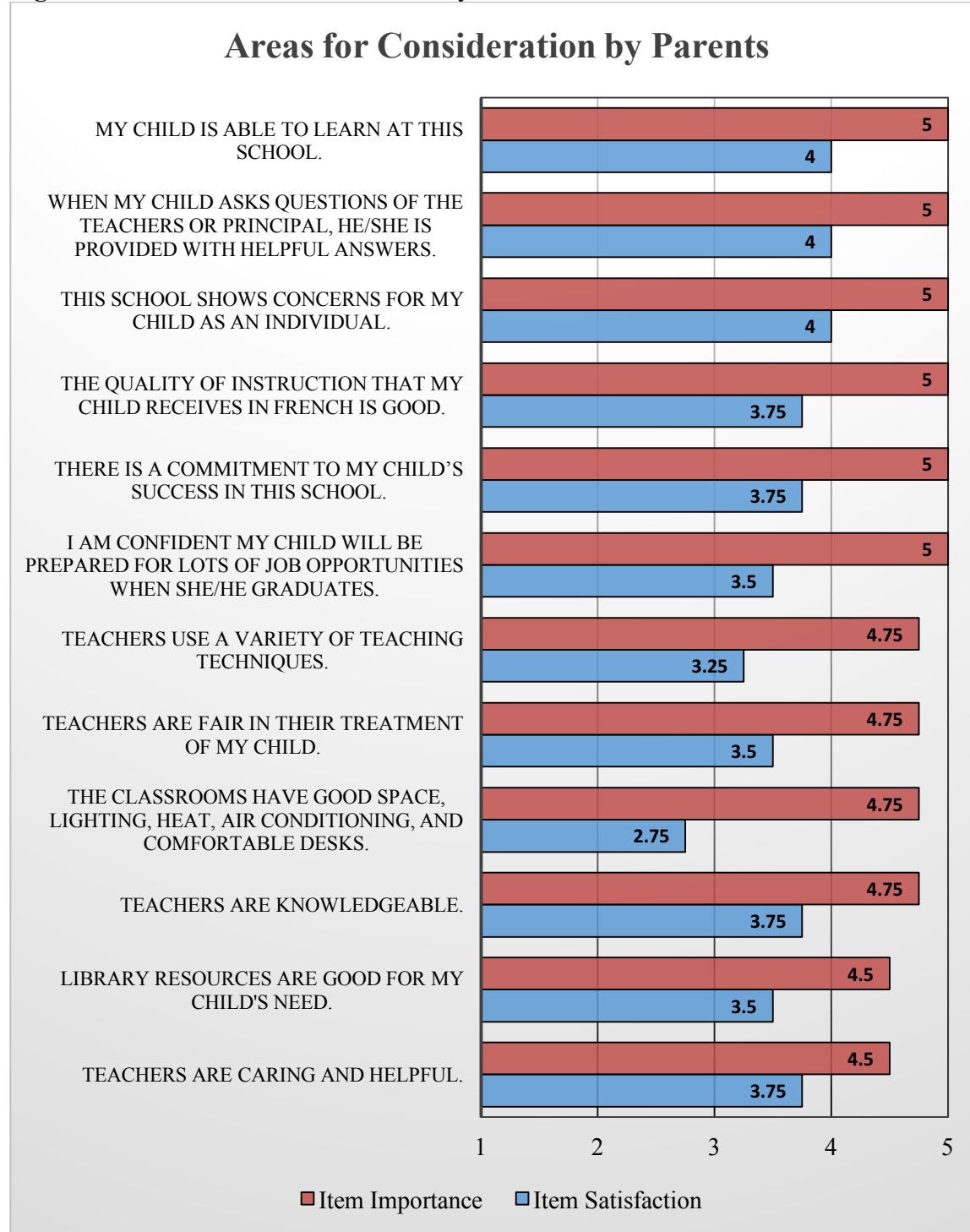


Gap_Performance17	1	.50	.50	
Gap_Performance16	1	.50	.50	
Gap_Performance7	1	.50	.50	
Gap_Performance1	1	.50	.50	
Gap_Performance26	1	.25	.25	
Gap_Performance25	1	.25	.25	
Gap_Performance18	1	.25	.25	
Gap_Performance44	1	.00	.00	
Gap_Performance43	1	.00	.00	
Gap_Performance33	1	.00	.00	
Gap_Performance31	1	.00	.00	
Gap_Performance30	1	.00	.00	
Gap_Performance22	1	.00	.00	
Gap_Performance15	1	.00	.00	
Gap_Performance4	1	.00	.00	
Gap_Performance21	1	-.25	-.25	
Gap_Performance6	1	-.25	-.25	
Gap_Performance35	1	-.50	-.50	
Gap_Performance32	1	-.50	-.50	
Gap_Performance11	1	-1.00	-1.00	
Valid N (listwise)	1			

Based on the data collected through the PSI Surveys, in Figure 4.10 I present all the items with higher importance and lower satisfaction, or larger performance gaps—known as the *areas for consideration*. These areas are listed in descending order of importance.

In Figure 4.11, areas for consideration arising out of both the students’ and the parents’ perceptions are compared. These represent the areas that are perceived across two groups similarly and differently. Based on the PSI interpretive guide (Noel-Levitz, 2015), this comparison helps to “move forward with initiatives in these areas because they are of concern to both students and their families” (p. 7). Furthermore, these comparing data “present opportunities for further discussion and education about why certain areas are more valued by one group than the other, or why satisfaction levels may be higher or lower in one [item] than the other” (Noel-Levitz, 2015, p. 7).

**Figure 4.10- Areas for Consideration by Parents**



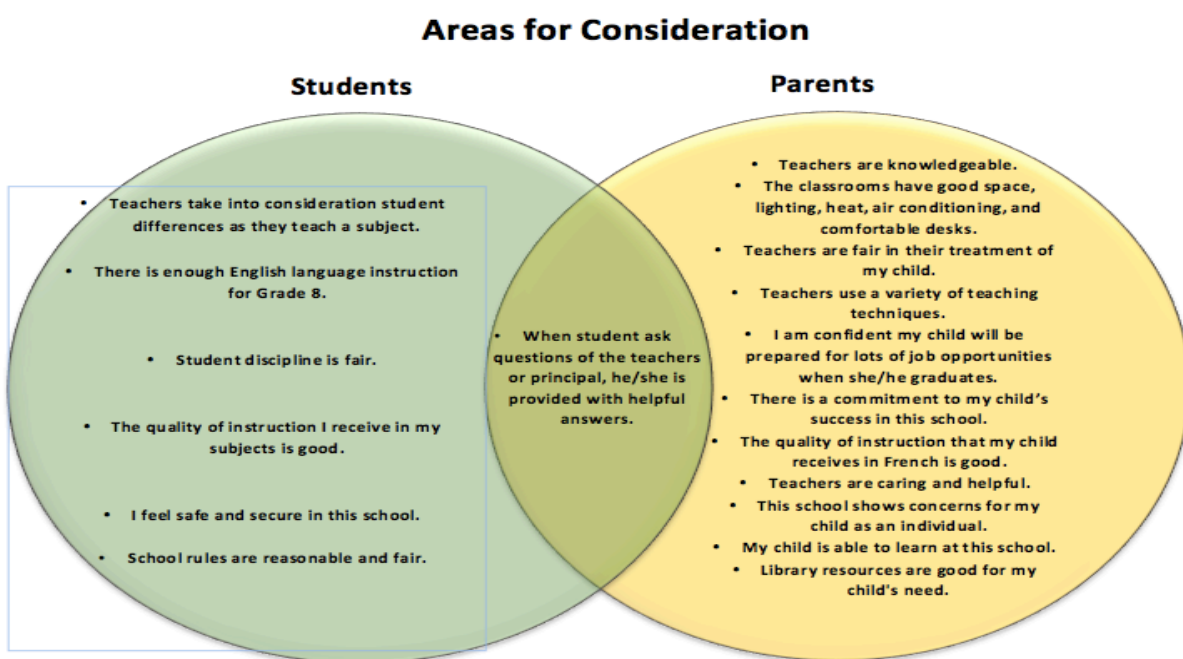
A comparison of the areas of consideration from all three sets of questionnaire, collected from Grade 8 students, teachers and principals, and parents in three elementary schools in two

publicly funded school divisions in Saskatchewan is depicted in figure 4. 12. This diagram provides a broader picture of the areas for consideration that are perceived similarly across all the Grade 8 participants and an understanding of the areas that are perceived differently among them.

In the qualitative phase of my research study, described in detail in Chapter five, I used Figure 4.11 in my interviews with teachers and principals, and parents to understand better why the areas of consideration are viewed differently. Moreover, sharing parents' perceptions with teachers and principals at the level of policy-in-implementation, and administrators at the level of policy-in-intention helps them to determine what messages need to be targeted to the Grade 8 parents to impact retention in French immersion programming.

The reliability of the PSI has proven to be exceptionally high. Cronbach's alpha, as calculated by SPSS, was .88 for the set of importance scores and .98 for the set of satisfaction scores.

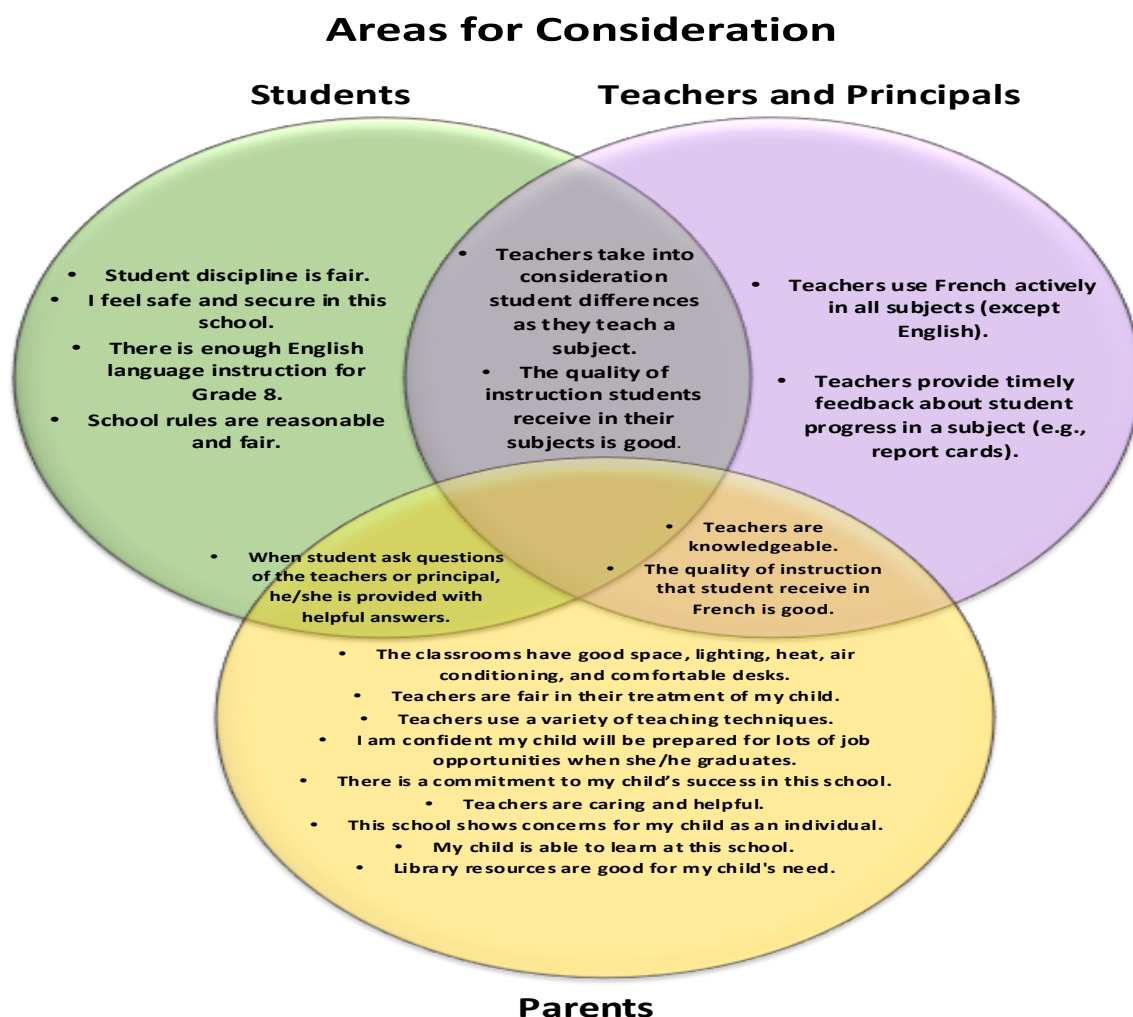
**Figure 4.11- Areas for Consideration by Students and Parents**



## Parent scale report.

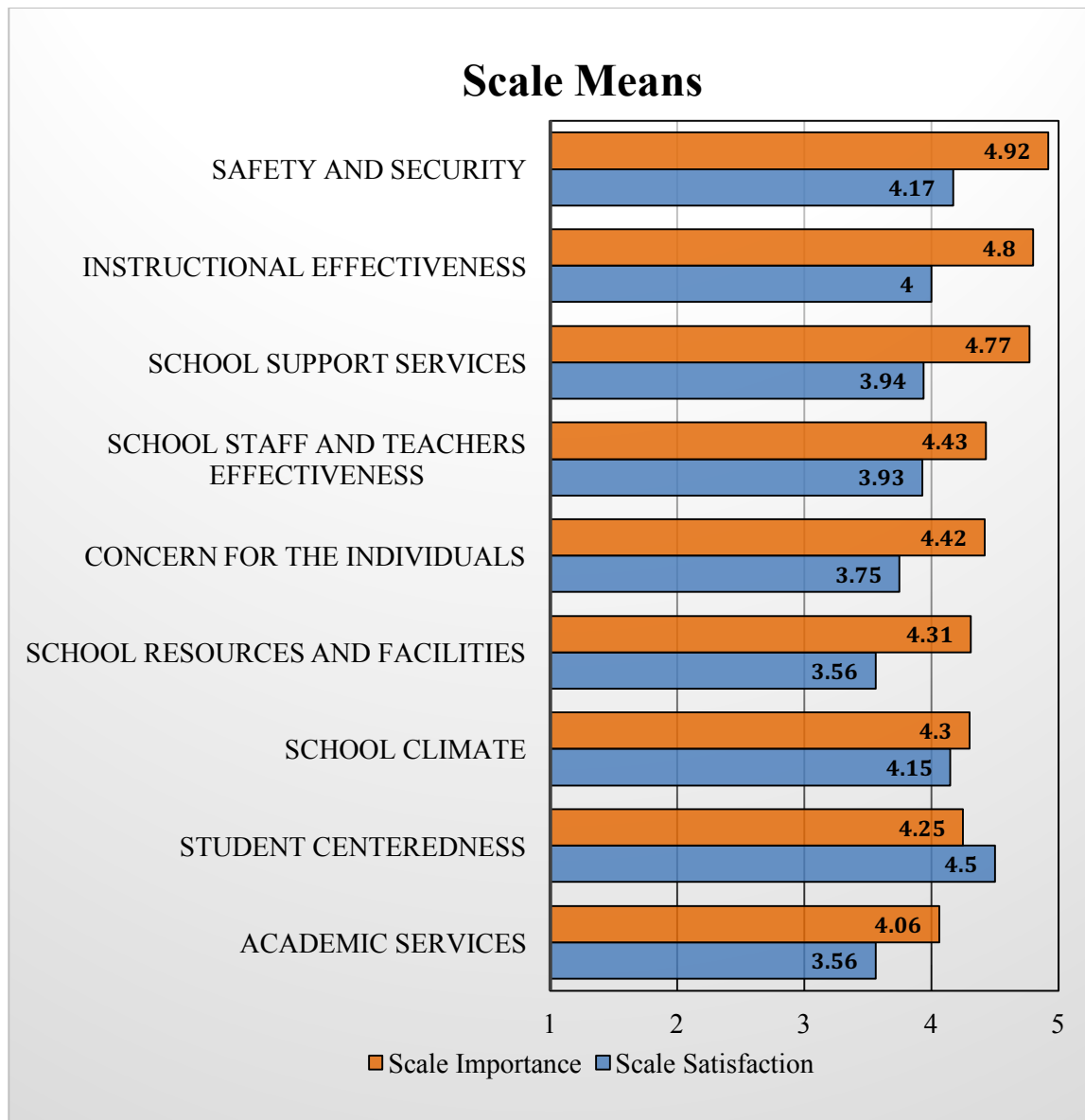
Similar to the students' survey, the items in the parents' questionnaire are divided into nine different categories. A scale such as *Instructional Effectiveness* includes items about students' academic experiences, the curriculum, tests and homework, the school's commitment to academic excellence, the effectiveness of language of instruction, and frequency of speaking French. These scales provide an overall overview of what matters to the parents. The scales are listed in descending order of importance. The scales such as *Safety and Security*, *Instructional Effectiveness* and *School Support Services* matter most to parents (Figure 4.12).

**Figure 4.12- Areas for Consideration by Students, Teachers and Principals, and Parents**



The data in the below figure consist of the level of priority for each of the nine scales and the level of satisfaction for each of the nine scales. The parent scale importance scores will be compared to the student, and teacher and principal nine-scale scores in the next figure.

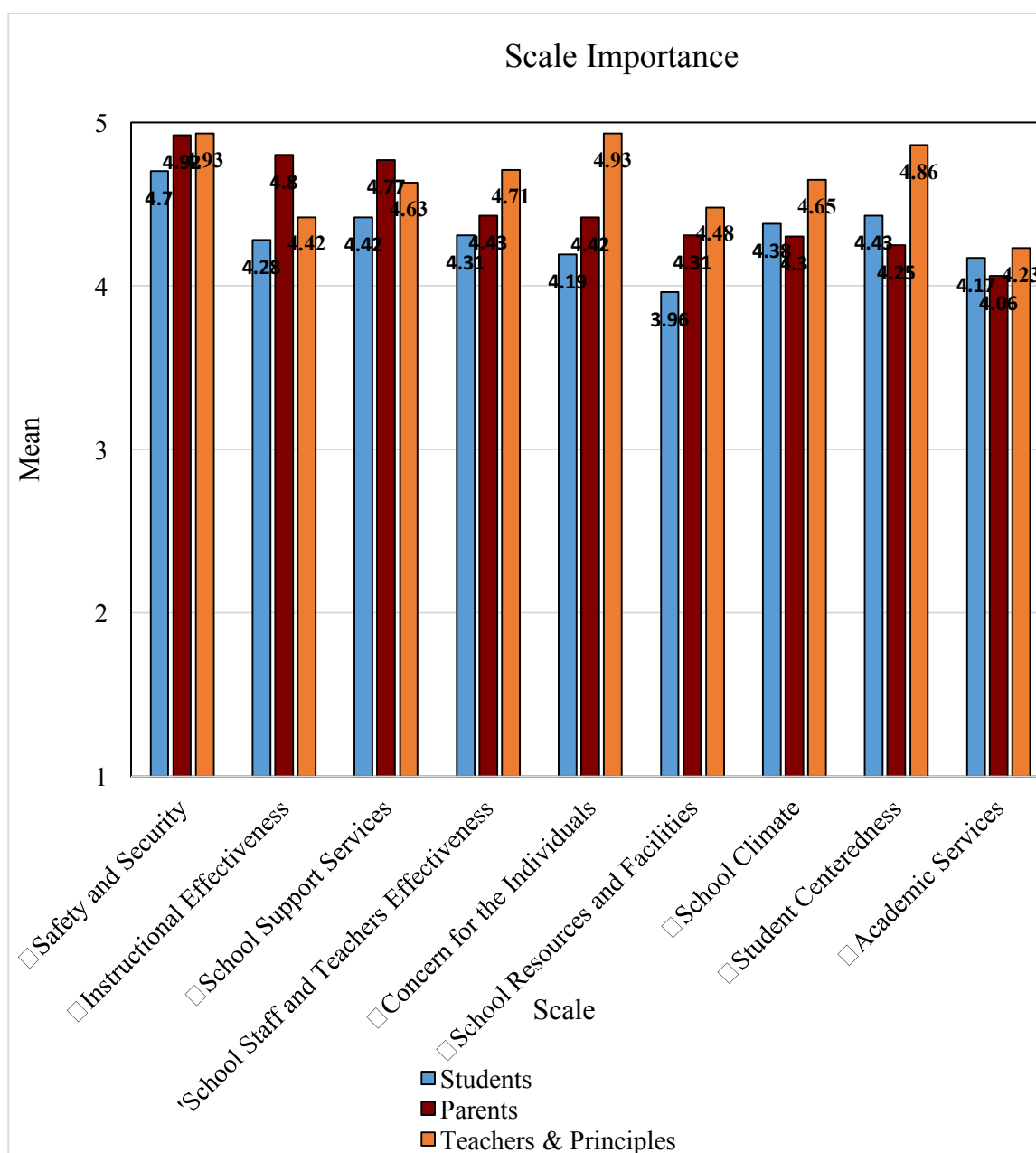
**Figure 4.13- Nine Parent Scale Mean Scores**



The scale overview in this research study is to compare the areas or categories that matter most to students, teachers and principals, and parents (Figure 4.14). Reviewing individual item

scores is essential to determine specific initiatives to be implemented to improve French immersion programming.

**Figure 4.14- Comparing Student, Teacher and Principal, and Parent Scale Scores**



### **Enrolment factors for parents.**

In the PSI survey, there are items that indicate the level of importance of enrolment factors for parents. These items are designed in the PSI questionnaire to determine all the important factors in the parents' decision to enrol their children in French immersion schools (Noel-Levitz, 2015). All the questions related to the enrolment factors are placed at the end of the survey before three final summary items. They only reflect an importance score and are not counted in determination of areas for consideration, and school strengths.

As explained in the enrolment-factor section for teachers and principals, there is a relationship between the retention rate and the motivational factors in the parents' decision to enrol at French immersion schools (Noel-Levitz, 2015). The important factors in parents' decision to enrol in French immersion schools could be used as helpful information to allocate school financial and human resources to the areas that are valued more (Noel-Levitz, 2015). This result suggests more satisfaction by the Grade 8 stakeholders at the level of policy-in-experience and eventually greater retention rate in French immersion programming (Miller, 2003).

**Table 4.20- Importance Mean Scores for Enrolment Factors**

#### **Descriptive Statistics**

	N	Mean
[a52.0] Future employment opportunities	4	4.75
[a45.0] Academic reputation	4	4.50
[a50.0] School appearance	4	4.00
[a49.0] Proximity to our home	4	4.00
[a48.0] Recommendation from family/friends	4	4.00
[a47.0] Opportunity to play sports	4	3.75
[a51.0] Personalized attention prior to enrollment	4	3.50
[a46.0] Size of school	4	3.50
Valid N (listwise)	4	

The enrolment factors for parents to enroll their children in French immersion schools are listed in descending order of the most important to the least important factors.

### **Summary items for Parents.**

Similar to the final section of SSI and PSI surveys, there are three summary items in the PSI survey that provide an overall picture of how Grade 8 parents view their children's experiences in the three French immersion schools. The average scores and the percentage of parents who rated each of the possible responses on a five-scale ranking for these questions are calculated and presented below (Tables 4.21 & 4.22).

**Table 4.21- Mean Scores for Summary Items in PSI Survey**

#### **Descriptive Statistics**

	N	Mean
[53.0] So far, how has your child's school experience met your expectations?	4	3.25
[54.0] Rate your overall satisfaction with your child's experience here thus far.	4	4.00
[55.0] All in all, if you had to do over again, would you want your child enroll here?	4	4.00
Valid N (listwise)	4	

Comparing the data in table 4.21 with students' experiences collected from the summary items in the student section demonstrates how much students and their parents are similar or different in their school experiences. I believe any inconsistency between parents' and students' experiences should be shared and used as an indicator to determine the areas that needs more attention to provide better communication, and to avoid any misconception about student school experiences.

**Table 4.22-Summary Percentage Report for PSI Survey**

So far, how has your child's school experience met your expectations?	3.25
1=Much worse than expected	0%
2=Worse than I expected	25%
3=About what I expected	50%



**Table 4.22-Summary Percentage Report for PSI Survey**

4=Better than I expected	0%
5=Much better than I expected	25%
Rate your overall satisfaction with your child's experience here thus far.	4.00
1=Not satisfied at all	0%
2=Not very satisfied	25%
3=No opinion	0%
4=Satisfied	25%
5=Very satisfied	50%
All in all, if you had to do over again, would you want your child enroll here?	4.00
1=Definitely not	0%
2=Probably not	25%
3=No opinion	0%
4=Probably yes	25%
5=Definitely yes	50%

### **Data Summary**

In analyzing individual survey items related to the nine scales, parents' expectations were not met in areas such as the quality of instruction in French, variety of teaching techniques, library resources, classroom conditions, teachers' fairness and care, school commitment to a child's success and learning as an individual, and preparing students for future job opportunities. These areas were identified by parents as *areas for consideration* where they rated higher level of importance and lower level of satisfaction.

The analysis of individual survey items also revealed that parents' expectations were being exceeded in areas such as procedures for emergencies, students' amount of homework, timely feedback about students' progress, and school encouragement for students to remain in the French immersion schools. School strengths are shared and celebrated as successful and

positive paradigms. They also can be used models that are working well in French immersion schools to tackle areas for consideration.

In figure 4.14, *Safety and Security*, and *Instructional Effectiveness* respectively were rated as the most importance among the nine scales. *Academic Services* was the least important scale for parents, followed by the *Student Centeredness* and *School Climate*.

As I showed in table 4.20, *Future Employment opportunities*, *Academic Reputation*, and *School Appearance* were the most important factors that have impact on parents' decision to enroll their children in Elementary French immersion schools.

In response to the summary items, 50% of parents said that school has met children expectations about what they expected, 50% were very satisfied with their children school experience, and 50% would definitely register if they had to do it over.

### **Chapter Summary**

In this chapter, I presented quantitative data obtained from a multi-site case study through five-point Likert-scale adapted questionnaires, involving the perceptions of Grade 8 stakeholders (principals, teachers, students, and parents) within two urban publicly funded school divisions in Saskatchewan, regarding their level of importance and satisfaction of French immersion programming implemented in three schools. I then described the data analysis process through SPSS to discover the strengths and areas for consideration of French immersion programming based on the Noel-Levitz (2015) guidelines. Ultimately, I designed the interview questions based on the presented tables and diagrams comparing the areas for consideration among the micro-level stakeholders to understand better their perceptions, to improve French immersion programming, and to increase the retention rate enhancing satisfaction level. In the next chapter, I will describe qualitative data collection from individual and focus group interviews with

principals, teachers, parents, and students. In chapter five, I will explain in detail data analysis process, using NVivo and Saldaña's (2013) Codes-to-Theory Model.

## **CHAPTER FIVE**

### **PRESENTATION OF DATA**

In this chapter, I discuss qualitative data obtained from a multi-site case study involving the perceptions of Grade 8 stakeholders within three elementary schools in two urban publicly funded school divisions in Saskatchewan regarding the areas of consideration in French immersion programming. I also explain the process of the data collection via semi-structured interviews, which provides some new further information regarding the areas of consideration. Data coding and analysis are finally described followed by the particular themes emerging from this analysis to understand better the perceptions of Grade 8 stakeholders in the elementary French immersion schools in the two divisions.

Based on the questionnaire results, a purposive sample of teachers and principals, students, and parents from three schools in two urban, publicly funded, school divisions in Saskatchewan was selected to be interviewed for roughly 30 minutes. After receiving the consent letters signed by individual principals, teachers, and parents, as well as the assent letters signed by individual students, I carried out: a focus group interview with five Grade 8 students; an individual interview with a principal and one Grade 8 teacher; as well as an individual interview with two parents from each school (consent and assent letters are enclosed in Appendix A). In sum, I interviewed three principals, three Grade 8 teachers, 15 Grade 8 students, and two grade 8 parents in three schools in two urban, publicly funded, school divisions in Saskatchewan.

A semi-structured interview protocol was used. Therefore, a copy of all the diagrams and tables (Appendix L & M) arose from the analysis of the survey data through SPSS, combined

with interview questions were sent to the participants prior to interviews. Earlier in this study (in chapter 2), I proposed a framework of Guba's (1985) *Domains Model* in which he examined salient factors involved in policy-in-intent, policy-in-implementation, and policy-in-experience to conduct a policy analysis. The primary focus was on Grade 8 stakeholders' perceptions pertaining to the intention and implementation of French immersion programming in three elementary schools in two urban, publicly funded, school divisions in Saskatchewan. The secondary focus was on understanding better the data collected from the questionnaires and areas for consideration determined by Grade 8 stakeholders at the level of policy-in-implementation and policy-in-experience, and improving the efficacy of the French immersion programming in elementary schools. As noted, Administrators' perceptions regarding French immersion programming at the level of policy-in-intention were also described in Chapter Two.

In this chapter, all the data collected from three schools in the two divisions are studied as a multi-sites case study. Data are not compared within three schools in the two divisions because this intent was not included in the focus of my research study. The interview data are divided into four groups of principals' and Grade 8 teachers', Grade 8 parents', and Grade 8 students' perceptions regarding areas for consideration on different aspects of French immersion programming implemented in their schools.

Responses from interviews were from willing participants upon their agreement to participate in the interview and to release the transcript of their recorded interviews with the researcher. The anonymity of participants was protected by not disclosing their names, and by the use of a pseudonym for three individual interviews. However, collection of parent and teacher participants was done by principals (because school boards required that), as such the anonymity of these participants was protected to the degree possible given this situation.

Similarly, the anonymity of students in focus group interviews was respected to the point that the focus group environment allowed. In addition, general comments to reflect the two school division perceptions were included rather than the specific school.

Data were coded and analyzed using Saldaña's (2013) *Codes-to-Theory Model* for qualitative inquiry. For further analysis NVivo 11 was used and combined with my interpretation of the data through the reading of the participant transcripts. The resulting categories that emerged from the voices of the participants are presented for principals, teachers, students, and parents separately. In the current chapter, I include a presentation of the discrete themes arising from this analysis, followed by conclusions.

### **Principals' Perceptions**

Three principals were interviewed from three schools in two urban, publicly funded, school divisions in Saskatchewan. Each interview took roughly 30 minutes. I selected the pseudonyms of Ryan, Jack, and Cindy. All three French immersion schools had only elementary level students. Two were single-track schools, while one was a dual-track French immersion school. It should be taken into consideration that the collected data were not used to compare the single and dual track settings, but only shared where the specific comments were given for a particular type of the program.

Tables and Diagrams (Appendix L) were shown to the three principals in individual interviews to answer the related questions regarding a comparison of the data perceived by principals and teachers, and students, and their areas for consideration of French immersion programming implemented in their schools. The data are presented in the next section corresponding to the interview questions for principals and teachers, parents and students separately. As detailed in chapter three, I determined the categories (units of meaning) in the

data with the use of NVivo version 11 analytic software combined with my reading and interpretation of the transcripts using Saldaña's (2013) Codes-to-Theory Model. I identified categories by their identification by all, or majority of, the participants, and by their frequency within the interview transcripts.

**Initial principal impressions of the quantitative data shown: different but not surprising.**

In this section, I present the comments of three principals in response to research question one, two, and three, relating to their initial impression of the compared principals' and teachers', students', and parents' quantitative data of the areas for consideration and nine-scale importance scores. Principals' initial impressions and general perceptions of the quantitative data helped me to understand better the results, and the reasons behind the existing discrepancies of all participants' perceptions related to the areas for consideration in French immersion programming.

In response to question one of *what is understanding of the presented data*, and the questions two and three to indicate *initial impressions of looking at the data*, Jack said: "I am not surprised that the teachers' and principals' perceptions are higher than students in all areas. Given the things that we are focused on and do our best to improving what we strive for" (Jack, personal communication, May 13, 2016, para. 3). Ryan also affirmed,

Again no surprise! Also no surprise to compare the areas of consideration and the scale of the staff, you know teachers and principals being a little bit higher. We always think of the ideal. Students will know either what is the right answer, or what adults want to hear. But I think and I hope they felt that it was anonymous enough that they could be honest. (Ryan, personal communication, May 6, 2016, para. 3)

Cindy expanded on this when she said, “I was expecting pretty much what I see” (Cindy, personal communication, May 6, 2016, para. 17). She asserted,

Teachers see things as more important than students do, and I mean a child at the age of thirteen, fourteen definitely has different levels of importance in terms of education and some more than other. If you had a focus group in front of you, you would certainly see some differences within the students. (Cindy, personal communication, May 6, 2016, para. 17)

Looking at the diagram comparing the areas for consideration perceived by principals and Grade 8 teachers, and Grade 8 students (Appendix L), Jack mentioned “quality of instruction” as one of the areas that stood out interestingly different. Ryan, reading from the diagrams (Appendix K) described this difference as follows:

They are different but from a different perspective they are not wrong. I see high expectations, which is fantastic. [Because I know that the parent participants in this study are also teachers] they have the perspective of the teacher and of their own children. Because they are going to school, and they have their hat (which says mom and dad), so no one is going to argue any of these points are a high priority, this would be our desire, and something is related to the academic and instruction [quality of instruction], the way teachers are treating children, and the simple things like light, space and air. We always have high expectations and we all want great things and we should. (Ryan, personal communication, May 6, 2016, para. 26-27)

Ryan further explained that “students’ different perspectives could come from their age, their experiences up to this point of time in their lives, and the way they view the world” (Ryan, personal communication, May 6, 2016, para. 4).



Regarding other areas such as the discipline is fair, the school safety and security that do not exist in the areas for consideration perceived by principals and teachers, the three principals thought there were discrepancies that should be looked at and reviewed with students at schools. With respect to the differences among areas for consideration perceived by Grade 8 students and their parents, Jack said,

I don't know if kids are speaking with their parents at home. But by Grade 8, their connection with the school in lots of cases is pretty less than the previous years. So that's why I think parents' perceptions in too many cases are not lined up with their kids. (Jack, personal communication, May 13, 2016, para. 16)

Jack also stated, "It is pretty interesting that some of the challenges parents are bringing are difficult for students to address, an example is the physical challenges like light, heat, and etc. that are fairly hard for school to overcome" (Jack, personal communication, May 13, 2016, para. 17).

Principals' perceptions and voices are next presented according to five broad categories derived from my coding and categorization processes described before. These five categories include: concern for the individual, instructional effectiveness, school climate, school resources and facilities, and school staff and teachers effectiveness.

### ***Concern for the individual.***

In three interviews with principals, each talked about concern for the individual as a broad theme that includes teachers' consideration of student differences teaching a subject. They thought there is a relationship between the individual support for students and the quality of instruction as they feed one another. If the quality of instruction develops, it will be beneficial for individual support and vice versa.

The principals were happy to see that Grade 8 students can see and understand the concern for their individual learning needs. But, they all thought that students do not feel that the school staff consider them or care for them as much as the school staff really do. Jack said as principals and teachers, “We are really focusing on [...] students as individuals in terms of behaviour, discipline, and certainly in terms of classroom and learning. Each student has different needs and we are trying our best to address those” (Jack, personal communication, May 13, 2016, para. 18). This bridge between the perceptions of Grade 8 students, and principals and teachers regarding concern for the individual needs to be reviewed with students. Grade 8 students’ voices in the student section will suggest helpful information related to this category, as students provided the researcher with their perceptions of the situation and suggestions to improve it.

### ***Instructional Effectiveness.***

Four areas for consideration in the IPS survey result, including the amount of English instruction, the quality of instruction in French as well as other subjects, and teachers’ active use of French are categorized under the broad theme of instructional effectiveness. In the interview with the researcher, the three principals noted Grade 8 students’ concern related to the amount of English instruction as no surprise. Cindy explained that there is much French spoken from Grade 1 to 5. However, there is a quite a drop-off in the amount of French spoken, as students are going to middle years (Grade 6, 7, and 8). She describe the reason for it as she said,

In Grade 8, because [students] are very social and they do connect with their peers so they want to speak their mother tongue, which is usually English. Not in all cases but for the most part it is in English. So, that was not a surprise that students want more English instruction. (Cindy, personal communication, May 6, 2016, para. 8)

Ryan elaborated that,

[I]t is always challenging in the middle years, Grade 6, 7, and 8 to get them to speak French, and so as they grow up in those age categories they are more vocal with their friends, they just verbalize themselves more, it is easier and quicker to say that in their first language assuming it is English, and more challenging to do it in the second language. So typically students in Grade 2, 3, and 4 speak not better but more frequently in French than English, and in the Grade 8 they will have more English because it is their comfort level. (Ryan, personal communication, May 6, 2016, para. 4)

Principals, however, thought they needed more French as it is mandated by the curriculum. In addition, they need to have more French to prepare Grade 8 students for high school so they could enter high school with greater confidence in their use of the language. Jack emphasized French rather than English, as he said “[...] in a dual stream schools like us, where our staff use English in the playground, there are not lots of opportunities outside the classroom where teachers interact in French and develop this skill” (Jack, personal communication, May 13, 2016, para. 14). Ryan also stated that it is the teachers’ default to the English language when they perhaps should not, as we are living in an Anglophone province where most of the residents are English speakers. He asserted that, “we already have given our children more English than they should and it looks like they want more” (Ryan, personal communication, May 6, 2016, para. 19).

Regarding the quality of instruction, the interviewed principals claimed that a large part of their focus as a school and division is on individual student learning needs and providing them with teachers who are competent in terms of pedagogy and fluency in oral and written French. They added that administrators advocate these competencies. Jack said, “the models of French language that [students] are receiving are quality in terms of the vocabulary use, the masculine

and feminine, and the accent. So I hope that kids know that they are valuable.” He thought, “the consideration for individual differences falls into the same category of the quality of instruction. So, the quality of instruction for students needs to be differentiated in terms of students and where they are at [the program].” (Jack, personal communication, May 13, 2016, para. 6) He explained that more kind of focused lessons or many lessons for students, and providing additional student support are all areas that his school has been focused on to improve the quality of instruction.

Ryan concluded that,

There is support, but not as much as it is ideal. We cannot say there is no support because there are absolutely some supports there. Different students need that support to different degrees: some students need very little, and some need a lot. And like everything else you are spreading out your resources, as best as you can, addressing the needs. But, there is a lot of support that is there. (Ryan, personal communication, May 6, 2016, para. 21)

Cindy in this respect said that,

I just wonder how much students understand about differentiation, and about how teachers are trying to adapt programming to their specific needs. I know that teachers are called to do that and they do that. But students need more of it and they recognize that need more. I think that shows maturity in Grade 8 students to answer that question that way. [...] So I am glad to see it that they want to be taught basically with their individual differences in mind. And as teachers, we are called to do that to differentiate. (Cindy, personal communication, May 6, 2016, para. 10)

It is significant that the principals and teachers focused on French, but students were focused more on English instruction as areas for consideration. But, as noted in the principals’

interviews, they are all aware of student individual learning needs and they do their best to enhance the quality of instruction in French, English, and all subjects to meet those needs. As a result, the French education is highly valued at the policy-of-implementation level and respectively at the policy-in-intention level. Principals also believed that Grade 8 students understand the value of French education in this province. In this regard Ryan said,

Students at the Grade 8 have had their parents chose French education for them. After that they are going to the high school to a certain degree they have the choice to continue the French immersion program or not. And I think by the time, they hit Grade 8, they at least understand its value in terms of their future, in terms of their high school but even beyond their high school: their job and travel opportunities, the advantages coming with having more languages, and even more than French. Some of them understand that if I can speak English and French I can learn the third and fourth language even better yet.

(Ryan, personal communication, May 6, 2016, para. 9)

Three principals arrived at a similar understanding: the value of French education is recognized by Grade 8 students, and each principal confirmed that Grade 8 students could evaluate the quality of instruction they receive in the subjects they study.

### ***School climate.***

Some of the non-French language concerns include: school safety and security, school discipline is fair, and rules are fair. According to Cindy and the other two principals, there is a division-wide annual student survey called *Tell Them From Me* that does provide school staff with much data on school safety, student sense of belonging, and anxiety. Principals often study their school's results from *Tell Them From Me* as Cindy explained,

As a staff we analyze the data and then we try to figure out what can we do differently.

So we have target areas for example if Grade 7 or 4 seems to have the highest level of anxiety, what kind of resources can be put in place. (Cindy, personal communication, May 6, 2016, para. 18)

Therefore, principals believe students' voice about these areas of consideration in the interviews for this research study need to be tied to the data came from the *Tell Them From Me* Survey.

Ryan asserted that,

We have gotten lots of practice with *Tell Them From Me* Surveys. We have told [students] this is anonymous and this is your opportunity to say like it is. [In the past] people complained that nobody asked about that, but now the survey asks you. So be open and honest and it is a perspective difference too. So what your professional staff will see and the perspective of what is ideal, and how well if they are doing, versus the student perspective of what they view ideal and how well things are going. (Ryan, personal communication, May 6, 2016, para. 3)

I will provide more detail about student concern for safety and security in the student perception section to describe what student experiences and strategies are to improve this situation. However, regarding the school rules and discipline, the principals thought that it is something more related to student age. Ryan said, "that is the perspective of the students, and that is probably not going to change a lot." (Ryan, personal communication, May 6, 2016, para. 19)

### ***School resources and facilities.***

For each of the three principals, it was not a surprise that school resources and facilities were the least important scale for Grade 8 students in the elementary French immersion schools in the two divisions (diagram 4.8). However, principals and teachers have always tried to find

more French resources at all grade levels. Cindy thought, “maybe there was a trust factor that this is the material that we [as students] are faced with. This is what we have in front of us so to them [as students] that was fine” (Cindy, personal communication, May 6, 2016, para. 11).

For principals, there is always hope for increased resources at schools. Jack mentioned the need for increase in the school resources and facilities such as, “[...] additional French consultants, or [...] the release time for French speaker administrators in our schools, as many of vice principals are not the full time release” (Jack, personal communication, May 13, 2016, para. 14). Cindy elaborated on the teachers’ need for French resources,

Teachers need more resources so there is less translating on their part whether we get it from Québec. Our French is different than Québec, and we are not at that level. So there is a difference between immersion program and the francophone program for sure. And I feel like the ministry has the sense, for years they put the effort into the search for resources. (Cindy, personal communication, May 6, 2016, para. 12)

Jack also emphasized on the lack of resources for translation:

Even in situations we have staff, and wonderful [professional development program] PD, full of knowledge, there is a real struggle with the resources. Given that we have only one French consultant, the PDs are actually geared to them, so the mass amount of the work is on the plate of the consultant. (Jack, personal communication, May 13, 2016, para. 23)

Jack also pointed to the parents’ areas for consideration related to the physical condition of the classrooms presented in diagram 4.26. He explained further that,

In our school, given the way the school is built in 1970, the whole interior of the school is one large space, and the school has been partitioned off with semi permanent walls which

means over half the classes don't have the window to the outside. So we don't have the natural light in. It causes challenges, as the natural airflow concept has been cut off with the fake walls. So air conditioning and heating are the result of that. (Jack, personal communication, May 13, 2016, para. 17)

It was interesting for principals that the perceptions of Grade 8 students and their parents do not align with one another in this area. Parents perceived school resources and facilities as an area for consideration, although students were satisfied and their expectations related to this area were all met. Jack said, "it is pretty interesting that some of the challenges parents are bringing are difficult for students to address, an example is the physical challenges like light heat, and etc. that are fairly hard for school to overcome" (Jack, personal communication, May 13, 2016, para. 17). He also added another reason for this misalignment between students' and their parents' perceptions:

I don't know if kids are speaking with their parents at home, but by grade 8 their connection with the school in lots of cases is pretty less than the previous years. So that's why I think parents' perceptions in too many cases are not lined up with their kids. (Jack, personal communication, May 13, 2016, para. 16)

Looking into parents' perceptions from their individual interview will help to better understand their concern regarding school resources and facilities at schools.

### ***School staff and teachers effectiveness.***

The struggle to find teachers who are strong in both pedagogy and language has been mentioned in the interviews with principals as well as in their survey results as areas for consideration. Lack of high-qualified teachers in the list of the applicants for a teaching position in the French immersion program has been reported by the principals. Ryan said as a principal,



We would want to have a top quality teacher in terms of academic and instruction [...].

You might have someone who speaks a beautiful and wonderful French but cannot teach, so the students are not learning anything. So you have to have high calibre academic instruction and if you can find high calibre language then you are in a terrific situation.

But we at the school division are challenged to meet our expectation in quality. (Ryan, personal communication, May 6, 2016, para. 5).

Jack also noted the difference between English and French programs, “So to me it is one the biggest challenges that is very different from the English programs that we have, where [there are] 100s of applicants who are very qualified for their positions, and you can be selective” (Jack, personal communication, May 13, 2016, para. 12). According to him, the French immersion program grows at a rate of roughly 10% per year. On the other hand, the number of students who graduate from French education programs in this province, and are consequently prepared to be teaching with the high level of French proficiency are quite small. In this situation, people who have studied French for years, or had an immersion experience through their high school are hired. As a result, the effective language models are not provided necessarily as strong as what they should be. The other applicants might be people who moved here, and might not have a background of the Saskatchewan curriculum, or people who had problems finding positions in their home province or in other desired locations. Consequently, the lack of qualified staff in the program is a huge challenge.

Jack suggested, considering the quick growth of the French immersion program, a large number of teachers are hired every year. These new teachers need a lot of pedagogical development, and should be supported to make improvement. Therefore, principals have a great difficulty in hiring competent and fluent French teachers: how are they going to find the right

people? Who is going to be strong in terms of the program? How do they support these people and their development? Ryan in this regard stated,

For the most part, [school] boards know about our need. But knowing that, addressing that, and finding that is not like a waving a magical wand to create the teacher and the scenario that we want. I know that our school division in terms of recruiting, we find many times top quality teachers, and generally speaking, many times high quality French but not top quality instruction. So it depends on wants, on needs, on the availability.

(Ryan, personal communication, May 6, 2016, paras. 7-8).

The perceptions of teachers, students, and parents regarding school staff and teachers effectiveness in their particular sections will provide more detail related to this area in order to understand it better. I present, in the following part, principals' perceptions with respect to their suggestions to improve students' areas for consideration, as well as their short and long term plans to enhance French immersion programming.

**Principal perceptions regarding improvement of French immersion programming: short and long term planning.**

In this section, I present the comments of three principals in response to interview questions four and five related to improve the student experience of French immersion programming in the areas for consideration through long term planning, quick actions, or strategic adjustments. From the principals' interviews, their suggestions on the improvement of French immersion programming have been divided into the following main categories.

***Continued focus on Tell Them From Me survey data.***

The *Tell Them From Me* (TTFM) survey is a powerful evaluation instrument and the largest national school survey in Canada. The Learning Bar Inc. (TLB) (2016), a research-based

education company, designed this survey, to inform educators, guide school planning, and give a voice to students, parents, and teachers. According to principals, the results from the *Tell Them From Me* surveys help the school staff and teachers to be aware of Grade 8 student needs in order to provide them with better support, and to improve their experiences related to French immersion programming at elementary schools. Cindy gave an example in this regard, “[based on the survey result] we can find out what it is that grade 8 students really need, so that they have a higher sense of belonging to the school, and they feel that they are more involved in the school” (Cindy, personal communication, May 6, 2016, para. 20). As a result, principals suggested a continued focus on the *Tell Them From Me* data and how to use them in schools to discover the areas for consideration by students, and to find solutions to improve students’ experiences related to those areas.

***More support regarding recruitment and professional development.***

Principals would like to see some increases in the resources in their school division related to staffing and supporting new and young teachers in the system. Jack suggested, “more opportunities for professional development for French immersion teachers within instructional practices and certainly assessment practices” (Jack, personal communication, May 13, 2016, para. 14). He believed this is essential, as the growth of the program mandates continued hiring and continued support for teachers to maintain the program. He also thought, “that would be a great impact of having some form of opportunity like a language club, or some additional resources to allow teachers to use the French language on a daily basis or get additional practice” (Jack, personal communication, May 13, 2016, para. 14). As some French immersion schools are in a dual-track setting where there are both English and French teachers in the building, some French teachers do not have many opportunities to communicate in French with their colleagues.

***More communication with parents.***

According to the principals, there is a need to have more communication with parents as they looked at parents' areas for consideration related to teachers' knowledge, behaviour, and teaching strategies at schools. Therefore, more information and more communication should come from the schools about how their children are being taught and behaved. Cindy explained,

We do need more communication with parents on how their child is doing at the classroom, and what instructional strategies are used, how the outcomes have been met, and what the assessments look like. So parents should be more informed on the instructional piece. (Cindy, personal communication, May 6, 2016, para. 38)

She also placed emphasis on the need to communicate more with parents about the reasons why their children should stay in the immersion program after completing Grade 8.

The three principals offered explanations of the kindergarten orientation in their French immersion schools within their school divisions. The kindergarten orientation has information for parents about kindergarten through to grade 12. It provides parents with an overview and some research-based data, which state basically by the end of grade 4 most of the students in French immersion programs will score higher on competency tests than students in English in the area of English reading. Generally, it is a good information session for the kindergarten parents as they are making decisions related to their children enrolling in French immersion.

However, this orientation session only targets parents who have kindergarten children, and does not necessarily target the whole grade 6,7, and 8 parents. Cindy noted, "I do like the fact that we need something for parents that outlines statistics on French immersion, and reasons why their children should stay in French immersion" (Cindy, personal communication, May 6, 2016, para. 26). This will help to reduce the concern and anxiety of Grade 8 students and their

parents to decide if they should withdraw from the program or continue to completion of Grade 12. Principals talked about an information night at French immersion high schools that will be explained more in the parents' perception section and through their experience attending this session.

Principals also suggested targeting and inviting a larger number of parents to French immersion programs, as there are large numbers of families who are immigrating to Canada and particularly to Saskatchewan. This could be done through the Welcoming Centers or the Open Door Society to insure that immigrants coming to Saskatchewan or Canada are aware that their children could go to the English or French schools. Cindy said, "that has improved, but I think it has still some work to do to promote French immersion programming at that level" (Cindy, personal communication, May 6, 2016, para. 29). Consequently, offering information night through the schools and other centers could have a positive effect on parents' decision for enrolling their children in French immersion.

### **Principals' Data Summary**

In this section, I presented the three principals' perceptions and voices from two urban, publicly school divisions in Saskatchewan regarding five research questions asked in individual interviews with them. I described their comments related to the students' areas for considerations shown at the interview time, and their suggestions to improve student experiences at French immersion schools in broad categories. I used the *Codes-to-Theory* model for qualitative inquiry outlined by Saldaña (2013) and used NVivo 11 for data analysis, data coding, and developing those categories.

### **Teachers' Perceptions**

I conducted three individual interviews with Grade 8 teachers from three schools in two

urban, publicly funded, school divisions in Saskatchewan. Each interview took about 30 minutes. I present the interview data for these three teachers using the pseudonyms Jeff, Marie, and Liza in this section.

I sent the tables and diagrams shown in Appendix K to the three teachers prior to individual interviews to answer the interview questions regarding their perceptions related to the areas of consideration and scale importance scores compared with students' perceptions. I used NVivo version 11 analytic software, as well as Saldaña's (2013) *Codes-to-Theory Model* to analyze the data, and to determine broad themes and categories in teachers' interviews. As outlined in section regarding principals, all the categories are identified by all, or majority of, the participants, and by their frequency within the interview transcripts.

**Initial teacher impressions of the quantitative data shown: interesting and surprising, but not very different.**

In this section, I describe the comments of three teachers related to the first three interview questions: teachers explained what is their initial impression and general understanding of comparing students', and principals' and teachers' survey results. Their particular description of different areas for consideration and importance scale-scores comparing the measures among the group of students, and teachers and principals helped me to better understand those survey results that are in agreement with the mixed-method research studies explained by many researchers (Yin, 1989; Bryman, 2006; Johnson & Onwuegbuzie, 2004).

Looking at the data (Appendix L), three teachers' general understanding and initial impressions of the survey data were as follows: Jeff said: "students, and principals and teachers are different but they are not really far off from each other." Jeff also explained this slight difference,

In academic services, both of us are the same. School staff and teachers effectiveness for [students] is not as important as it is for teachers and principals. For sure this is more important for us, and that's why we work for them all day long. We have to figure out the educational principles, and we have to know the new strategies, assignments, as well as the rules to assure the school security. (Jeff, personal conversation, May 6, 2016, para. 4)

With respect to importance scale score, Jeff added,

You can see for us the concern for the individual and school safety and security are the most important, but students care most about the school safety and security. You can also see school resources and facilities are not something very important for students. That is not so important for them, but for us it is quite important. It is just like what is important for them is not as important as it is for us. (Jeff, personal conversation, May 6, 2016, para. 2)

Liza shared a similar opinion and affirmed, "Looking at the numbers for most of them, we are pretty close. For the things that we care about, the concern for the individual is a little bit lower for students [ie, the students' rating of concern for the individual is lower than the principals' and teachers' rating of the same scale]" (Liza, personal conversation, May 6, 2016, para. 1). She explained the reason for this slight difference,

This is interesting. Maybe it is just a strange observation. If we speak with students in French about [the concern for the individual], maybe it lowers how students view [our] concern [for] them. If we speak with them in French, they cannot express themselves and they feel they are trapped because they don't know the words. (Liza, personal conversation, May 6, 2016, para. 5)

Liza explained her thought about the concern for the individual scale, “I think every student will probably understand this differently, depending on their experience with their teachers and their school, and depending on whether they have been in the same school for a fairly long time or they have changed and come [recently to this school]” (Liza, personal conversation, May 6, 2016, para. 4).

Marie pointed to the school safety and security scale that is the most important scale for students and said, “That is interesting to me, because I guess so many grade 8 students are the ones that are causing an unsafe environment for their peers—so always surprising me when I see that. But, of course, they need a safe place to be” (Marie, personal conversation, May 13, 2016, para. 6). Looking at the parents’ survey data, Marie stated that,

It is very interesting to me that parents are stating or potentially concerned with variety of teaching techniques, which I don’t think parents likely have a very good idea. I would be very interested to chat with some parents and ask about their understanding of teaching techniques used in the classroom. I have never had a grade 8 parent coming to the classroom, watching me teach, or asking me about the teaching techniques that I use. (Marie, personal conversation, May 13, 2016, para. 18)

Jeff identified school resources and facilities in the students’ importance-scale diagram surprising:

We do not have the best resources here and facilities for computers and stuff. So, I am surprised that [students] are not caring about them as much as teachers do. [...] I thought they would like to have more resources and better facilities for like computer lab, art lab that we don’t have now. So, I am really surprised that is different from what I heard in my classes. (Jeff, personal conversation, May 6, 2016, para. 3)



On the other hand, Marie suggested that,

Students are not too worried about school resources at all. I think it doesn't surprise me.

It is interesting to me but again I am not surprised in all of these areas where the teachers and principals have rated more important than students. I think that is why we are in this role because we *do* care about students. (Marie, personal conversation, May 13, 2016, para. 4)

She concluded,

I definitely see in many of these areas that we have lots of concern but it does not necessarily surprise me. I see that of course teachers and principals they are concerned about the quality of education specially they are considering how difficult it is to recruit the team for French immersion teachers. That is a big concern. With the factor of dealing with Grade 8 students, and looking at the discipline is fair as the area for consideration it makes sense what Grade 8 students' are looking and asking for at school. (Marie, personal conversation, May 13, 2016, para. 2)

I describe teachers' perceptions and voices in four broad categories that emerged from my coding and categorization processes—as described in detail in chapter three. These four categories include: *instructional effectiveness, school resources and facilities, safety and security, and school staff and teachers effectiveness.*

### ***Instructional effectiveness.***

In the interview with three teachers for this research study, they talked about instructional effectiveness as a broad theme that includes the quality of instruction that students receive in French. Liza expanded on this point,

I know about the quality of instruction what students are getting up to their standard is

kind of what they are expecting. School is not easy, and within the French immersion programming, they are challenged. But, it is not overwhelming, and students are striving to succeed. (Liza, personal conversation, May 6, 2016, para. 13)

With regards to the amount of English instruction presented in students' area for consideration Jeff stated that,

I am not surprised, because [students] have more French, and [there is] more French in a day than English: they have French literature, FLA, math in French, my social studies class in French. For them, English is outside the school and they feel maybe there should be more English around them. Lots of parents made a decision for [their children] when they should start to go to English school or French school to have French immersion. So, some kids are not into it as much as others are at this time, after 8 years, and it is challenging for them. (Jeff, personal conversation, May 6, 2016, paras. 6-7)

He also explained, "the other reason is because of students' age, [and the fact that] their interest changes when they get older" (para. 8). Liza compared the areas for consideration in this regard between students, and principals and teachers, and shared her opinion about why students were concerned about the amount of English instruction, while principals and teachers were seeking for consideration for active use of French at school and the quality of instruction in French. She suggested,

Teachers talk about French but students talk about English. In some ways, I think it can be explained: looking at my classroom French is my students' third language, so French as a third language is pretty difficult [...] There are certain subjects even in English that the vocabulary is tough. You throw French into it, and it is really tough. So French as a third language, it is a pretty big challenge. (Liza, personal conversation, May 6, 2016,

paras. 7&17)

Liza Continued,

I think that's why they talk about English especially at this age because they are not thinking about getting a job in the government. They see things right now and they want to be able to speak English easily with their peers. So, I think they really draft that English side of things more than the French [...] If there is a grade 2 or 3 student in the playground and they have a problem, they probably speak in French to me all the time. But, Grade 8 students don't do that. I think it is because of their age where there is a tiny little bit of rebellion from them. (paras. 7&16)

In the individual interview with Liza, she further explained, "I know two [students] in my grade 8 are starting to think about next year and kind of their future things to come. So I am not sure how many students are staying in French" (Liza, personal conversation, May 6, 2016, para. 8). Therefore, another reason for students' area for consideration related to the amount of English instruction could be that they are not willing to stay in the French immersion program and considering English immersion programs for high school. As a result, these students are more concerned about English than French.

Nonetheless, teachers thought they should use French actively in teaching all subjects (maths, arts, drama, etc.) except in English classes to improve student learning in French immersion programming. Students' perceptions described in their particular section will provide more details and help us to better understand their experience related to the instructional effectiveness scale.

### ***School resources and facilities.***

In individual interviews with three teachers in two school divisions, each pointed to the

school resources and facilities scale and reported about the lack of French resources for teachers. Depending on the subjects, French materials are not easy to find, and for some cases English materials are translated into French. On this, Liza said,

There is lack of French resources for us. It is great that now we have access to the Internet. Although old teachers had to make up their own materials and translate everything, now we can find a lot of things online. But, some of them might be only in English and we still have to translate them. One example is Grade 8 science, which is really tough in terms of resources. We don't have a lot of that. (Liza, personal communication, May 6, 2016, para. 15)

Marie commented further,

We need to be able to have access to the resources for the same price as the English programs, or we need to have funding to allow us to purchase same type, same quality, and same amount of resources as our English counterparts. (Marie, personal communication, May 13, 2016, para. 13)

Liza considered why Grade 8 students do not care about school resources as much as principals and teachers and they are satisfied with the resources that they have been provided at school,

I think sometimes of home technology that things are brand new, fast, and everywhere. But, schools are limited and we do not have the money to do that, or to give everyone a tablet [computer] and say this is for you to use all day. In terms of grade 8 students, what teachers do are different, these are adults and understand more about that. (Liza, personal communication, May 6, 2016, para. 6)

Therefore, it appears the Grade 8 students' understanding of school limitations related to

resources and facilities made them content with their current situation at school, rating this scale as the least important one among all nine scales on the five-point Likert-like scale questionnaire.

***Safety and security.***

Safety and security is one of the nine scales that matter most to both students, and principals and teachers. Teachers indicated that Grade 8 students are adults and aware of safety and security matters around the world. But, they were surprised to see that this is included in Grade 8 students' areas for consideration at French immersion schools. Liza stated,

Grade 8 students are more aware of what is going on around the world, for example, of school violence and shooting in the United States. So, it might have something to do with the school safety and security [as an area for consideration] in students' responses. (Liza, personal communication, May 6, 2016, para. 22)

Marie summarized that, "this shows that students are still very involved with the daily functioning of how the world goes, when they get into trouble, and for what they wish to have freedom" (Marie, personal communication, May 13, 2016, para. 10).

The focus group interviews with students from three different schools provide a clearer picture of Grade 8 students' current experiences related to safety and security at schools and their perceptions and expectations of improving these situations in French immersion programming.

***Staff and teachers effectiveness.***

From the Institutional Priorities Survey (IPS) results, two items were identified by principals and teachers as areas for consideration, including teachers' knowledge and their timely feedback about student progress in a subject. These items were then placed under the category of staff and teacher effectiveness based on the Noel Levitz interpretive guide (2015). In the interviews with three teachers, I asked them about their thoughts on these results to better

understand their perceptions regarding staff and teacher effectiveness. Jeff asserted, “sometimes, teachers are not specialized in their subjects. So, they are getting to teach a subject while they have no knowledge about the subject [and how they should teach it]” (Jeff, personal communication, May 6, 2016, para. 13). Marie elaborated,

The recruitment and retention of quality French immersion teachers are huge. [If] we have lots of options for recruitment, it allows us to get the best of the best. Then, hopefully it addresses the concern of teachers and principals, as well as students’ concerns. (Marie, personal communication, May 13, 2016, para. 12)

With respect to teachers’ feedback about student progress, Jeff said, “I communicate my stuff, we have reports, [...]. But, some teachers do not [cooperate] very well with parents” (Jeff, personal communication, May 6, 2016, para. 20). He continued, “I think parents might feel that is difficult to communicate with teachers, and honestly I think some teachers create a monster a little bit” (para. 20).

Generally speaking, teachers thought providing report cards as communication tools was necessary for teachers to inform parents of their children’s academic status and to improve student learning at schools. In response to interview questions four and five, the three teachers provided the researchers with their suggestions to improve students’ areas for consideration, and short and long term planning to enhance French immersion programming. All these data are described in the following section.

### **Teacher perceptions regarding improvement of French immersion programming: short and long term planning.**

In this section, I present the comments of the three teachers regarding the improvement of student experience of French immersion programming in the areas for consideration through

long term planning, quick actions, or strategic adjustments. Teachers' responses to the interview questions four and five have been divided into following main categories.

***More supports regarding French resources.***

Teachers would like to get more support regarding French resources for different subjects. Liza stated, "we have [a] lack of [French] resources. A lot of teachers are very nice and they are willing to share their materials which is always a positive tool. Because we all understand that it is tough to come up with those resources" (Liza, personal communication, May 6, 2016, para. 19). Liza compared English and French immersion programs with regards to resources and explained how great this challenge is when you are in a program that is in a minority setting with less support. Jeff elaborated,

French immersion is all about the classroom. In addition to academic resources, we need some stuff to make students motivated to learn that could be supported by the government, like more money, as we need to immerse the students in French culture. (Jeff, personal communication, May 6, 2016, para. 16)

Marie proposed,

I think in terms of long-term planning, we need to get better at making connections with teachers in our division and in our schools, sharing the resources that we come up with, or sharing the opportunities that we know about. Certain schools know about certain things, so having access to their information and using their resources could be beneficial for all teachers in the program. (Marie, personal communication, May 13, 2016, para. 15)

She added that, "It also would be more beneficial for us to have French centers, some more schools that are single stream schools, so we can actually allow that French will be our primary language in the school" (para. 13).

Liza's views on long term planning for resources indicated that, "That's a tough question, the actions could be just extra resources" (Liza, personal communication, May 6, 2016, para. 21). Jeff elaborated,

We do have some learning improvement plans: we share resources and we share strategies within teachers in the school and division. But, it is not really like a united system that we want. We don't have support from the board, and board has not the support from the ministry. If you want to change, you should try deep down different stuff. (Jeff, personal communication, May 6, 2016, para. 18)

Marie concluded, "[with regards to] these areas we are considering we need more support in our program" (Marie, personal communication, May 13, 2016, para. 12). She continued to explain that this support could be provided through quick actions like providing money, or long term planning to build a united system that all teachers from all schools and divisions have access to it, sharing French resources.

***More support for academic services.***

According to three teachers, there is a need for different and innovative programs in French immersion programming like exchange programs to teach the French language to students while they are immersed in French culture. As noted in chapter 2 with regards to French immersion goals, this has been intended in the curriculum by government administrators and is expected to be implemented and practiced by principals and teachers at schools. But, meeting these goals and objective requires more academic support. Jeff commented on high school French immersion programs,

In high school, they can provide not only just like academic classes in French, but also different ways for learning the language like cultural ways and doing some exchange



programs between different provinces. They can also offer Phys. Ed and science in French, or arts and drama in French to help [students] to be more interested in French language. (Jeff, personal communication, May 6, 2016, para. 10)

Marie affirmed that,

I think that would be great support to provide school wide initiatives. In addition, that would be great to provide other opportunities for kids to be in contact with French for outside of the school and class, and to have access to different presenters and different people that are coming to the building and share their experiences with them that are provided for English students [...]. Providing more opportunities for [teachers] to contact francophone communities, with francophone schools, and francophone performers also would be beneficial. Teachers and students can build connections with an actual francophone community or the world, friends outside of the classroom, and hopefully they can see the benefits and move forward with it. (Marie, personal communication, May 13, 2016, para. 13)

Jeff explained how providing more academic support for exchange programs and other activities could have an impact on student learning in positive ways,

We should try to make kids more interested in French culture by trips and exchange programs. Using French in in all classes with most important things like music, movies, arts, and sports makes students really interested in learning. If they are interested they will learn, and if they are not interested, they will not learn. I am trying that as a teacher in my classes. We are watching a French movie from Québec and kids are interested about it. (Jeff, personal communication, May 6, 2016, para. 10)

In interviews with teachers, there were some other themes that they suggested in order to

improve student experience of French immersion programming including, more communication with parents, having some French centers or clubs for French teachers, and hiring consultants and coordinators, and people who can take the time to study and research. Teachers thought all the above-suggested themes would help to eliminate some stress and areas for considerations.

### **Teachers' Data Summary**

In this section, I presented the three teachers' responses from two school divisions in Saskatchewan, to five interview questions. I described their comments with respect to the survey results, and their suggestions to improve the areas for consideration in broad categories. For data analysis, data coding, and developing those categories, I used codes-to-theory model by Saldaña (2013) and NVivo software.

### **Students' Perceptions**

I interviewed focus groups of 5 to 6 students from each of the three schools in two urban publicly funded school divisions in Saskatchewan. Each focus group interview took about 30 minutes. I designed different interview questions for students, principals and teachers, and parents considering students' age and their comprehension of the French immersion programming (Appendix M). These interview questions were based on students' survey results and their areas for consideration. For each question regarding an area for consideration, I asked students in focus groups to describe their current experience and their solutions to make that situation better. Students' responses to interview questions are divided into seven main categories as follows. I used codes-to-theory model by Saldaña (2013) and NVivo software to determine these categories.

#### **School safety and security.**

In interviews with Grade 8 students, I found that there might be some misunderstanding

regarding how the survey question about safety and security is worded. Students responded they all feel safe and secure in their schools and the survey results identifying safety and security as an area for consideration might come from students in other schools. According to one group of students, “well, we have all the drills, and we have the place to go in case of fire, so we practice that normally and we feel safe here” (Focus group 1, personal communication, May 6, 2016, para. 4).

The other group affirmed that, “Definitely, we feel like our expectations have been met, I have never been at all afraid of anything in this school” (Focus group 2, personal communication, May 13, 2016, para. 2). Similar to these two groups, students in the third school said, “we feel safe and secure here” (Focus group 3, personal communication, May 6, 2016, para. 1). However, some students pointed to the physical condition of the school building as their concern for safety: “leaking does happen here a lot” (Focus group 2, personal communication, May 13, 2016, para. 2) or “if you are in the [toilet] stall, you are not really safe because of lockdown in the washroom” (Focus group 1, personal communication, May 6, 2016, para. 5).

Considering students’ responses to this question, their concerns for safety mostly come from the school building, although they all feel safe and secure with respect to other areas such as emergency procedures. Therefore, only a few suggestions have been made to improve their current experience related to safety and security at schools like “if there is a lot of leaking in the roof, definitely to get some renovation in it” (Focus group 2, personal communication, May 13, 2016, para. 3) and “figuring out something about lock down in the washrooms” (Focus group 1, personal communication, May 6, 2016, para. 6). Principals in their perception section also mentioned the similar themes related to the concern for the physical conditions of the buildings.

### **The quality of instruction.**

Students' voices regarding quality of instruction in their discussion in focus group interviews with the researcher provided more information about their current experiences and their suggestions to make situations better. Students from one school explained that, "some students do not get the exact explanation they need. Teachers say that in one way [...] Lots of teachers have like a favourite way of teaching" (Focus group 3, personal communication, May 6, 2016, paras. 4&8). The other group of students from another school described this problem regarding quality of instruction,

In our class what we learn about is usually based on one culture and we don't learn about the other ones. I think the instructions should be more descriptive, not just based on [...] culture. We want to learn more than just one culture, and learn more about French culture. (Focus group 1, personal communication, May 6, 2016, para. 8)

However the third group of students thought that,

I feel like this is probably mostly to other schools, because I think everything is pretty clear. Unless it is like a lot of times teachers would just stand up in front us and make us to take notes of the Power-Point slides. I have never really gotten anything from those notes. (Focus group 2, personal communication, May 13, 2016, para. 4)

Considering the description of students' experiences regarding the quality of instruction, here are the suggestions to improve the situation by focus group 3:

About the teaching strategies, there are a lot of strategies that teachers do not want to use and teach you in different ways. But they should be open to hear those ideas. Teachers should be open to all options because students have different ways of learning, some students learn orally or visually, so you have to be able to compromise with their

learning. (Focus group 3, personal communication, May 6, 2016, para. 8)

Another group suggested that,

Not always reading from the book. I like the teachers who make the lesson plans on their own, not just following the books all the time and reading and not knowing anything because they don't help you. I like the teachers who are not finding the lessons just based on what is in the curriculum and just what book says. Because, they have other ideas too.

(Focus group 1, personal communication, May 6, 2016, para. 9)

Regarding the minor problems of the third group with quality of instruction, they recommended, “ I think we can reduce the number of Power-Point slides on the screen and tell the story and everything down the screen and when it is done skip to another screen and that would be nice” (Focus group 2, personal communication, May 13, 2016, para. 4). Grade 8 students' voices show how they perceived the quality of instruction in their schools and how their expectations could be met in this regard.

### **Fairness of student discipline.**

In focus group interviews with Grade 8 students, they discussed their experiences with the school discipline and the reasons why schools have not met their expectations. The first group stated,

Well, there are some students who have a reputation that I say they get discipline more than the other students who do not get into trouble on a normal basis [...] More or less one teacher is like kind of hard on some of the kids. Some teachers pick their favourite who they like, so they don't discipline students who are their favourite. (Focus group 1, personal communication, May 6, 2016, paras. 11&12)

The other group explained their experiences related to the student discipline when they were in

the gym,

A couple weeks ago, we were playing kick ball, we were divided into two teams of boys versus girls. A lot of times, I kicked it and it hit the ball and it bounced, so I said it is a foul, I am going to stay back and do another kick. But once I picked the ball teacher said that was not a foul, then I got caught and I got out, later on girls kicked the ball, and hit it around the same spot, and then she ran and kept the ball and everyone thought it was a foul but teacher said no that's fine.

Students in this group also talked about their experience in the classroom, Sometimes in the class, if someone does something that the teacher doesn't like they say it is ok, but if someone else does it teacher gets mad. Sometimes if someone does something wrong, then entire group gets punished. (Focus group 2, personal communication, May 13, 2016, para. 6)

The third group described their perceptions with regards to school discipline,

The kids who do their homework all the time get into trouble more than the kids who do not do it at all. They just get a bad mark, and a poor report card.

Even if we have an actual reason, we should be deathly sick. Unless, we talk to the teacher the day before. If someone does ruin the whole class activity, nobody gets together. That is not fair. This person should get punished; not the rest of the class.

(Focus group 3, personal communication, May 6, 2016, para. 12)

I presented the above Grade 8 students' perceptions related to student discipline in their discussions with each other and I in all three focus-group interviews. But, I did not receive many suggestions to improve the situation. The first and second group were quiet in response to the question how we can make things better in this situation. However, the third group made a few

comments to improve the fairness of student discipline with regards to homework:

[Apply] more rules on doing your homework, I have had past teachers if you didn't complete your homework on time, you would get a golden ticket. It was like a yellow sheet of paper saying you didn't complete your homework, and your parents need to sign that, and you need to keep using your agenda. Some teachers would not let you use your agenda if you kept doing your homework. But if you hadn't, you would have to start using it again until you are on a right track. (Focus group 3, personal communication, May 6, 2016, para. 14)

The other students in this group suggested,

We can have some ways of marking off. Every time you don't do your homework and you reach 10 times then you miss out something. Or like any other school, if you don't finish your homework, you have to go to the [study] room, and you cannot do any other activities until you finish your homework there. (Focus group 3, personal communication, May 6, 2016, para. 14)

The discussions with Grade 8 students in the three schools helped to better explain their survey results with respect to fairness of student discipline, finding out what are those reasons that students' expectations have not been met in this area.

### **Enough English language instruction.**

What Grade 8 students from three schools in two school divisions thought about the amount of English instruction, and if there was enough or not enough English to meet their expectations, became clear in the focus group interviews. The first group stated,

There is just enough but a little bit too much English. But, when we want to speak French, teachers speak too fast. In our French class, we talk more than the teacher.

Students talk more in English than they do in French, so it is a little too much English.

We have enough instruction in English [in French immersion]. You would expect a lot of French here, because it is a French school. (Focus group 1, personal communication, May 6, 2016, para. 13)

The other students in this group pointed to student age as a factor that might impact decisions to be less interested in French, and ultimately to ask for more English,

I think some students who are older just don't care anymore, and they just stop speaking French. Because of their generation wise and the society the older students lose their interest in French. Two of us are not going to [continue in] French because [of losing interest]. The students don't want to go to French when they are going to higher level because they don't want to speak French anymore, and they don't really care about the opportunities in future. It is ok for them not to speak French in the future. (Focus group 1, personal communication, May 6, 2016, para. 13)

In focus group interviews with another group from the second school, students agreed with the first group. For example, they said,

I think we need more French. In a lot of our French classes, even personally, I rarely speak French, like I know the language, I attempt to use it, but I rarely speak it in the class, it is not enforced enough. (Focus group 2, personal communication, May 13, 2016, para. 7)

However, some students in this group asked for the same amount of English and French instruction in some particular subjects. Their examples were,

Sometimes, I feel like they should be teaching it. If there is something new in math, [teachers] should say it both in French and in English. Like for me when I move to the



English school and I don't have a clue of any math terms in English. So, it is better to have English in terms of math. (Focus group 2, personal communication, May 13, 2016, para. 7)

They also criticized the English classes in terms of the way it is taught,

There are a lot of redundancies in the actual English classes, like when we have been taught something, there are not lots of actual teaching on research projects, as they just say do this and do that. (Focus group 2, personal communication, May 13, 2016, para. 7)

Interestingly, the third group reinforced what students said in the second group about the equal amount of English and French,

I wish it was more like half and half. Because French is really important, but English is the language we use everyday when we talk to people. From my personal point of view, there are a lot of people who are absolutely terrible in English grammar, always saying I have saw, but it is I have seen, or anyways instead of anyway that drives me crazy. There is not enough English grammar or spelling in English. There isn't enough time in class, and I have to teach it to myself. I feel like I am much better in French grammar than English. So [it is better] starting it at a young age and progress gradually. We have dictée in French, so we should have some spelling tests in English. (Focus group 3, personal communication, May 6, 2016, para. 18)

Students also pointed to Math as a subject where they need more English instruction to learn its particular terms in English, as they learn them in French. They added,

We should be learning some English terms for math. When I have a question, I can come home and ask my dad about it, because I don't know how to do math in English. But, not many parents know the curriculum so that they can help their children. I think some

students will drop out from French immersion to learn how to do math in English before they go to university. We do have maths online textbook in English. Only our math teacher told parents, as well as students about this online source, but not other teachers.

(Focus group 3, personal communication, May 6, 2016, para. 21)

Following Grade 8 students' experiences related to the question if there is enough English language instruction, I asked them for suggestions to improve this situation. The first group elaborated,

In French classes we talk more English to each other than French. So, in high school it would be a lot harder if we only talk English. We should get more discipline for that.

We might find it annoying if you are telling us we should speak French, but if we are not reminded, we will not speak French and it is not a good habit to start. (Focus group 1, personal communication, May 6, 2016, para. 23)

The second group of students who thought there should be the same amount of language instruction in English and French suggested, "saying the new words in French and saying them in English, as well" (Focus group 2, personal communication, May 13, 2016, para. 8). The third group of students also recommended,

Having English textbooks open, so if kids cannot understand something they can go back, see the English one, and figure [out] what it is. Or having classes once a week that teachers can help us with English terms. So, when you get to high school, it is not like that you had no [English]. (Focus group 3, personal communication, May 6, 2016, para. 22)

Students gave an example about how teaching a similar content in both languages helped them, "my teacher taught us really hard ideas in French, and she retaught them in English, so [students]

could understand them better” (para. 21). The Grade 8 students’ voices and experiences related to the amount of English language instruction shows their concerns for the probable challenges in high school where they get more English language instruction in their subjects.

**Principal and teacher effectiveness.**

Three groups of Grade 8 students in three schools respectively shared their experiences about when they asked questions from principals and teachers at schools. The first group noted,

Depending on what the problem is, they could give you very helpful answers. But, they are not just caring. They reread the question instead of answering it. Sometimes they say why you are not listening. Sometimes because they got mad at some of the students before you talk to them, it seems that they don’t want to talk to you, like you are forcing them to talk. So there is no willingness. (Focus group 1, personal communication, May 6, 2016, para. 15)

The second group explained,

Sometimes when we ask a question, [teachers] don’t explain it well. They just explain it and then sometimes we understand what they are trying to say. But, they don’t make sure that you understand. (Focus group 2, personal communication, May 13, 2016, para. 10)

The third group stated,

Sometimes they don’t have time to really explain, and they just repeat. Or, sometimes it happens that if you ask a question from the school teachers, they refer you to somebody else. Some teachers are not specialized in that category so they say go and ask that teacher and if she doesn’t know ask this teacher. So, they are bouncing me back and forth, and [I don’t know] how I am supposed to get my answer. (Focus group 3, personal communication, May 6, 2016, para. 23)

These Grade 8 students in each focus group provided the researcher with their suggestions and recommendations on getting helpful answers from principals and teachers. The first group shared the following suggestions,

When we ask question maybe instead of just reading the book, giving better information the first time, then you don't have to go back. Sometimes, it seems nice to know that [teachers] know the answer, and they are not [teaching] the lessons just based on the curriculum, or just the textbooks. Because, they have other ideas too. (Focus group 1, personal communication, May 6, 2016, para. 18)

The Grade 8 students in the second group also indicated their need for support teachers to improve this situation, “we need support teachers when our teacher doesn't know something or is not available. Specific support teachers are needed for explaining things better, better explanations in different ways, especially in different subjects” (Focus group 2, personal communication, May 13, 2016, para. 11). Some students stated, “In our experiences, there are a lot of people who are probably better to talk to [if you have a question]” (para. 10).

In focus group interviews with the third group of students, they mentioned as suggestions to have “a teacher outside of the classroom who can help us especially in math”, and “extra support staff with an office or room to go to” (Focus group 3, personal communication, May 6, 2016, para. 23). They thought, “these people should have an office or room since it is difficult finding them [...] But if they have a room, this person is always there and you can go and ask” (paras. 23&24). Students in this group also talked about their need to have better substitute teachers who could provide them with helpful answers as they teach a subject.

### **Teachers' consideration of student differences.**

Grade 8 students in focus group interviews with the researcher discussed their

expectations regarding the teachers' consideration of student differences have not been met and what has been their particular experiences in this area. The first group stated, "it depends [on] different teachers. Honestly, there are some teachers whom we are really satisfied with and they help everyone. But, there are some teachers who don't help [students], and they say why you don't understand" (Focus group 1, personal communication, May 6, 2016, para. 20). Some students in this group explained,

Well, it seems that some teachers like the stronger students and they like to help them more than the weaker ones. They don't like keep repeating the same stuff for the weaker ones since they think they are not getting it anymore. [It is] almost favouritism. (Focus group 1, personal communication, May 6, para. 20)

The second focus group affirmed, "I feel like [teachers] try to explain in a way that everyone will understand. But a lot of time they try to open it up to more broad on the needs, and then it closes off for specific one" (Focus group 2, personal communication, May 13, 2016, para. 12). The third group of students said in this regard, "there are lots of [students] who struggle, and [students] who pretty much understand and teachers want to help them first. Because they will be done first, but [students] who really need [teachers'] help, they don't get it" (Focus group 3, personal communication, May 6, 2016, para. 25).

To improve this situation each group proposed some solutions. The students in the first group noted,

It is nice when teachers have different examples. Because some students are visual learners and [some are] oral learners, and even some students learn with their hands. There should be consideration of more options for other students and more learning materials. (Focus group 1, personal communication, May 6, 2016, para. 20)

The second group recommended, “there should be more [than one] teacher in the classroom to explain different things in different ways”. One student in this group shared her experience with an old teacher, who considered students’ differences teaching a subject,

We [had a teacher] when we were at lower Grades. If she gives us a work sheet, [we] don’t feel very comfortable and [we] don’t know this, [we] can go outside of the classroom and [we] can work in a group with her. (Focus group 2, personal communication, May 13, 2016, para. 13)

Grade 8 students in the third group also described their suggestions to improve this situation, “we can have some special teachers for those students who don’t understand and have a teacher with them when they are teaching a subject because they are more demanding” (Focus group 3, personal communication, May 6, 2016, para. 25). Some said, “mostly in math, we need the extra assistance” (para. 25), and suggested,

I think the kids who excel in math, or understand better the lessons they can work ahead somewhere else. So it is easier for the students who are less strong because they don’t feel embarrassed if they are asking the stupid questions. So if all the good students leave, the other students feel more comfortable. (para. 25)

Students in focus group three affirmed what was suggested by students in the second group about having more support teachers,

Extra teachers would come and help. Sometimes our teacher would help with the weaker [students], or the other teacher would take some students who have difficulties, or sometimes they would switch. So we could go with our actual teacher to some other places, so the others who were struggling stayed with the other teacher in the class. (Focus group 3, personal communication, May 6, 2016, para. 25)

Students in the three focus groups shared their experiences and expressed their ideas to improve this area for consideration. Their views and perceptions helped to better understand their concern with regards to teachers' consideration of student differences.

### **Reasonable and fair school rules.**

In response to the last interview question related to the school rules, students provided the researcher with some examples about their current situations at school. The first group stated,

Some of the rules are like over the top. One of them is the dress code, if [girls] have a shirt or a tank top, [they] have to cover their straps, but boys can wear anything. The other is about the classroom rules. If there is one person on the phone in the class, the others get punished for it. Some [students] use their phone as the calculator or as a learning material, but some go on social media and we get into trouble for that, although it wasn't our fault. (Focus group 1, personal communication, May 6, 2016, para. 21)

The students in the second group added about dress code, "the shorts length should be longer than your arms", "no back, no stomach, no bras, no straps" (Focus group 2, personal communication, May 13, 2016, para. 13). The third group elaborated, comparing girls and boys, "the guys are free, and allowed to wear what they feel comfortable with. They can wear anything and we can see their stomach by those shirts, and teachers don't care" (Focus group 3, personal communication, May 6, 2016, para. 30). They continued, "we are not really allowed to play baseball in the diamond, because it is too far for teachers to go and see what is going on" (para. 39). They also said it is not fair that "[students] are not allowed to play tackle football, or to pick up snow and throw because [they] might hurt someone" (Focus group 3, personal communication, May 6, 2016, para. 34). In regards to the classroom rules, they stated, "teachers won't let [students] go to the washroom when they are in the class, telling them [they] should go

in the [break time], and in the [break time] they don't allow them because they should not stay inside" (para. 43). They added, "if someone does something for once, it automatically goes to them if again it happens remotely [ie, student reputation often places them in trouble with their teachers and principals]" (para. 42).

Students offered some suggestions to improve this situation. The students in the second group thought, "we should have a union with teachers and talk about we should have this or not [...] Then, every year, students and school staff come to [establish] school rules and feel the school rules are more fair" (Focus group 2, personal communication, May 13, 2016, paras. 13&14). These students continued,

I know in some school not ours, they have certain student leaders, and here we have SLC staff who don't really do anything and sometimes they do a couple of things, but they could be a part of staff and they could meet up with teachers in the meetings and talk with teachers from students' points of view, and what is reasonable or what is not. Authority [is needed] then because most of the time the person who is in charge doesn't have the authority. (Focus group 2, personal communication, May 13, para.14)

The third group on discussions to improve school rules' fairness and reasonability suggested,

They should be able to put more teachers to monitor students, so [students] have more freedom to do things for example going to the baseball diamond.

In some schools there are two teachers for supervising. In my old school, there were way more students, and divided into three areas. There were at least three to four teachers all the time, and our playground was much smaller than this area. (Focus group 3, personal communication, May 6, 2016, para. 43)

They also proposed schools should divide students into different groups: K-4 and the other one



from 5 to 8, giving an example, “Grade K to 4 can go at the same time because they are at the same size, and then Grade 5 to 8 afterwards. [Students] don’t hurt anyone because they are playing with students who are at the same age” (Focus group 3, personal communication, May 6, 2016, para. 43).

### **Students’ Data Summary**

In the student section, I described views and perceptions of Grade 8 students in three focus groups regarding their areas for consideration. Furthermore, I reported their suggestions and solutions to make these situations better using seven main categories. In the following section, I explain parents’ perceptions regarding their surveys results and the areas for consideration.

### **Parents’ Perceptions**

Parents’ perceptions and views regarding French immersion programming were sought through the Parent Satisfaction Inventory (PSI) surveys in the first phase of this research study, as noted in chapter four. To better understand their experiences and areas for consideration related to the French immersion programming implemented and practiced in the three schools, I conducted individual interviews with them in the second phase. In spite of all the effort to invite a large number of parents to do the interviews, only two of the four accepted to participate. Each interview took about 30 minutes. I chose the pseudonyms of Lily and Rob.

The tables and diagrams shown in Appendix M were sent to the two parents prior to individual interviews to answer the interview questions regarding their perceptions related to the areas of consideration and scale importance scores compared with their children perceptions. I analyzed the data, and determined broad themes and categories in parents’ interviews, using NVivo version 11 analytic software, as well as Saldaña’s (2013) *Codes-to-Theory Model*.

**Initial parent impressions of the quantitative data shown: different, but not surprising.**

In this section, I describe the responses of two parents to the first three interview questions: parents shared their initial impressions and general understandings of comparing parents', and children's survey results. Their comments on the areas for consideration and importance scale scores compared among students, and parents helped to better understand their perceptions and views pertaining to the implementation and practice of French immersion programming in schools.

Looking at the diagrams (Appendix M), Rob noted, "like I can see there are some differences between what students considered important and what parents considered to be important, which I think is normal" (Rob, personal communication, May 6, 2016, para. 2). Rob further explained,

Anytime you ask students in your classroom or your own children what they feel to be important or what is something that should be focused on, you will get more of, I guess, a child centered answer. For parents, we always have a larger picture in mind. That is not just today or tomorrow, it is next month, next year, and 10 years from now. I think it would be a kind of my explanation for why there is a difference that parents are more concerned about the holistic, the global, how it will be in the future. Whereas, students are thinking more about how it is going to help me right now not tomorrow. (Rob, personal conversation, May 6, 2016, para. 2)

He emphasized,

There wasn't anything that came to me that was glaringly surprising. I know that [two school divisions in Saskatchewan] do the surveys in the spring called *Tell Them From*

*Me*. From my experience with those, aside of my role as a parent and inside my role as an educator, lots of these are very similar themes: where we have lots of the parents coming back with the child safety, school bus, hallway, and bathrooms. Students are more focused on what is my school life like to me, my classroom, my teacher, and my friends, while parents are more concerned if they are safe, and if the building is in good repair. These are little different areas but similar in theme to what I have seen from the *Tell Them From Me* Survey. (Rob, personal conversation, May 6, 2016, para. 4)

Lily affirmed,

I don't think that they are at all strange. Because I am in the school system, I am frustrated by them definitely, and as far as solutions I think there is a lot of time wasted. I don't think it is surprising, because we are looking at it from a different [perspective]. (Lily, personal conversation, May 6, 2016, paras. 20 & 34)

She explained the reason for this slight difference, "it is not surprising because [my child and I] *do* communicate and recognize we disagree. As a parent I think my goals are slightly different" (Lily, personal conversation, May 6, 2016, paras. 36 & 37).

Rob commented that the themes in many areas for consideration related to French immersion programming has not changed a lot over the years he has worked as a teacher in the French immersion program. Through his experience in English programs, Rob also mentioned that, "although the demographic [in English programs] is different from the French immersion, you can see the same theme in the *Tell Them From Me* Survey, so I believe it is global" (Rob, personal conversation, May 6, 2016, para. 7). He noted on the immersion program in an Anglophone province, "some of the stuff like Academic Services, Student Centeredness, Instructional Effectiveness, and even School Support and Services, I think it is something that an

immersion program in an Anglophone province would sometimes struggle with” (para. 8). As a result, the survey results for parents or students were not surprising or strange, but different from each other.

In response to the last interview question, the two parents offered some advice to improve the areas for consideration. I describe their perceptions and voices in four broad categories that emerged from my coding and categorization processes—as described in detail in chapter three. These four categories include: *recruitment of French-speaking professional support personnel*, *hiring more quality French teachers*, *improving school resources and facilities*, and *offering another information night*.

***Recruitment of French-speaking professional support personnel.***

The two parents talked about recruitment of quality French speaking professional support personnel as a broad theme that impacts the quality of French immersion programming with regards to its offered various services for students. Rob noted the difference between English and French programs regarding hiring staff,

There is a deficit when we think of what can be offered in the English school as opposed to what can be offered in French school. You think of a speech language pathologist (SLP), we used to have one SLP in our division who could speak French and who had the expertise to offer SLP. There are no SLPs in our French immersion schools, but they are English SLPs. Similarly, physical therapist and occupational therapies are offered and available, but [...] we do not have the ability to [offer them] in French. (Rob, personal conversation, May 6, 2016, para. 8)

Lily also emphasized the school role in providing support services such as counselling

“ [W]e need counsellors, as [schools] are not just feeding kids, teaching them the material, and

helping them with the French [language]” (Lily, personal conversation, May 6, 2016, para. 23). She concluded, “the people at the division office should be relieving the stress instead of adding to it, and provide more direct support” (para. 25).

Rob thought the reason why schools do not offer all these supports and expertise in French is that, “there are not many specialized programs [offered by] the university in a second language” (Rob, personal conversation, May 6, 2016, para. 10). Therefore, there are not many professional support staff at French immersion schools who could provide their specialized services in the French language.

### ***Hiring more quality French teachers.***

In individual interviews with two parents, they offered some explanations related to the areas for consideration, including the knowledge, teaching techniques, and care and helpfulness of teachers, as well as the quality of instruction that students receive in their subjects. Rob insisted on the need for hiring more quality French teachers, saying, “I see that [French immersion schools] struggle when [they] seek experts from other provinces, and try to bring teachers from New Brunswick, and more francophone [provinces] even like Manitoba” (Rob, personal conversation, May 6, 2016, para. 8). He talked about the negative impact on the French immersion schools as a result of not having enough quality French teachers,

We don’t have enough French immersion teachers. So we don’t have the specialty we are talking about in the classroom. [Schools] are talking about the English teacher becomes the release teacher, or the release teacher becomes your English teacher. And then your classroom teacher can do all the other subjects in French. However, there is a benefit [if] Madame [Delacroix] only speaks English so you have to speak English in

your English class. Monsieur [Debois] speaks French so you have to speak French in his class. This does affect the school culture especially when you are trying to do as a second language. Because [school] is probably the only place for most of the students where students or children get that French immersion experience. (Rob, personal conversation, May 6, 2016, para. 10)

Lily affirmed what Rob said with regards to lack of quality French teachers at French immersion schools,

I know that there are a lot of time when [schools] have difficulties getting the substitute teachers, because across the division there aren't enough substitute teachers. And if there are, there aren't enough French-speaking substitute teachers. So, when substitute teachers are coming into a school, they can't really continue along for students, and it is a bother for students not having their regular teacher there. There are some [substitute teachers] who are very awesome, but if they can't speak French, they can't do it well. (Lily, personal conversation, May 6, 2016, para. 26)

Lily also noted the negative impact implied on school teachers due to lack of enough quality French teachers at schools. She stated,

There are some teachers who are not taking a sick day because they can't miss [a day]. So, they are putting themselves into more risks to become sick. Teachers have so many responsibilities; planning for classes, collecting all the material, phoning and organizing, supervising, and looking after other classrooms. So, it is important to support our teachers to feel more valued. (Lily, personal conversation, May 6, 2016, para. 26)

As a result, hiring more quality French teachers provides support for both students and teachers, and has an impact directly on the quality of French immersion program and the

satisfaction of its stakeholders, including teachers, students, and parents. According to two parents, even providing training and professional development sessions for the French teachers and substitute teachers in the school system could be so beneficial to enhance the quality of the program and improve their areas for consideration.

***Improving school resources and facilities.***

Another important theme emerged from individual interviews with two parents was their advice and recommendations to improve school resources and facilities. Lily explained the problems related to physical condition of the building,

About school resources and facilities, I hear that my [child] says they don't have enough computers, or school building is leaking, and I know that they have a lot of issues with the roof. Sometimes the school is too hot or too cold. There are odours; it is not a new building. (Lily, personal conversation, May 6, 2016, para. 33)

Lily further noted the impact of these problems on student learning, "the condition [students] are going through is not as comfortable as their home. So they can't quite complete the assignment the way they wanted [to do]" (para. 33). She thought the reason that concern for school resources and facilities are not included in the survey result collected from students is that, "[students are] kind of putting up with it" (para. 33). She mentioned that some resources like colourful prints for assignments are also provided by parents.

Rob talked about lack of resources to support the school culture to live the French language as it is intended in the French immersion curriculum. He assumed it costs a lot of money to send students to francophone communities or francophone provinces within Canada, and to provide some opportunities like French rock groups and French sport events for students to attend. Bringing immersion and francophone students together for an afternoon debate or

heritage fair does require support regarding resources and funding of French immersion programs. Lack of these resources results in monotonous and repetitive teaching strategies in the classrooms where teachers have no opportunity for extra curricular activities. Rob thought, “part of a reason that when students are going to the higher level lose their motivation is that the culture is not for them” (Rob, personal conversation, May 6, 2016, para. 29). To motivate grade 8 students, it is essential that school provide some opportunities that are applicable to what their interests are.

### ***Offering another information night.***

Each of the two parents in the individual interviews noted the information night offered at the kindergarten as an important factor in their decision making to enrol their children in French immersion programming. In this session, all the parents were provided useful information to distinguish between French immersion and English programs. Moreover, the statistics presented in that session made parents aware of the benefits of French immersion programming. Rob reported from this information session, “we learned that immersion students rarely lag behind their unilingual counterparts. And by the time they hit grade 8 or 9 their language skills are just as good as or even better [than their English peers]” (Rob, personal conversation, May 6, 2016, para. 16).

Lily asserted the value of the information, “the presentation that they gave to the kindergarten parents was very valuable when our [child] was starting” (Lily, personal conversation, May 6, 2016, para. 41). But both parent participants believed that it had been so long since this session was offered, and Grade 8 parents had already forgotten about what they had been informed. So, now parents are concerned if their children should remain in French immersion programming for high school. Lily recommended,



Maybe [schools] could have another French immersion night when they could inform us of the reasons to stay [in the French immersion program for high school]. And this information session could be at the grade 6 or 7 before [parents and students] make their decision to stay or drop out from the French system. (Lily, personal conversation, May 6, 2016, para. 42)

Consequently, offering another information session plays an important role to increase the retention rate from the French immersion program, supporting students and their parents in their decision making in the transitional stage from Grade 8 to high schools.

### **Parents' Data Summary**

In this section, I presented the two parents' responses to four interview questions. I described their comments with respect to the survey results, and their suggestions to improve the areas for consideration in broad categories. For data analysis, data coding, and developing those categories, I used codes-to-theory model by Saldaña (2013) and NVivo software.

A discussion of the findings conclusions, as well as implications for theory, practice, and education will be set out in chapter six.

## **CHAPTER SIX**

### **DISSCUSSION, CONSIDERATION, AND IMPLICATION**

In this chapter, I provide a summary of the study and its methodology, further explaining the data analysis and results presented in Chapters Four and Five. Following introductory comments, I divide this chapter into three main sections: Discussion, Consideration, and Implication. In the introduction, I explain the purpose of this research study and its addressed research questions, and restate the research problem. I conclude results and explain findings in greater detail in the discussion part. In the consideration section, I provide the suggested considerations by Grade 8 stakeholders to improve French immersion programming in public elementary schools. I also share considerations for future research studies. In this section, I finally describe the limitations of this study. Lastly, in the implication section, I address the implications of the study for future French immersion program through theory, practice, and education. The findings of this research study can add to the current literature on principals', teachers', students', and parents' satisfaction assessment regarding French immersion programming.

#### **Introduction**

The purpose of this study was to explore the perceptions of Grade 8 stakeholders (students, parents, teachers, and principals) related to the intention and implementation of French immersion programming in three elementary schools in two urban publicly funded school divisions in Saskatchewan. The research study explored the area of *policy-in-intention*, describing an overview of French immersion education in Saskatchewan; Saskatchewan

curriculum for French as a second language in the French immersion program, and its implemented goals and visions, through the language policy stated in federal government official websites. These areas were used to determine any major differences between Grade 8 stakeholders' experience and administrators' intentions regarding French immersion programming.

This research study sought to ascertain the rates of satisfaction with French immersion programming among Grade 8 stakeholders, as measured by the nine scales on the Noel-Levitz Student Satisfaction Inventory (SSI), Institutional Priorities Survey (IPS), and Parent Satisfaction Inventory (PSI). In this study, I identified students' perceptions and experiences regarding their satisfaction with the French immersion programming implemented in their schools in meeting their expectations. Further, I examined if their perceptions differed based on the priority teachers and principals believe students place on the same range of student experiences. Furthermore, I determined the areas of priorities for parents and compared them with the perspective of the students, to identify where issues may be viewed differently, and to help administrators determine what messages need to be targeted to parents to help improve retention.

In this research study, I also tried to enhance the literature base vis-à-vis the principals', teachers', students', and parents' perspectives and viewpoints: Grade 8 stakeholders offered their perceptions of present programs and provided their ideas for improving their efficacy.

Specifically, these following research questions were addressed:

1. With respect to French immersion policy, how does Guba's (1985) notion of the *policy-in-intention* align with the *policy-in-experience* and *policy-in-implementation* in the context of Grade 8 in three elementary schools in two urban, publicly funded, school divisions in Saskatchewan?

- a) What are the key policy intentions found in Saskatchewan French immersion policy document between 1984 and 2015?
- b) What are the perceptions of Grade 8 principals, teachers, students, and parents with respect to their satisfaction with French immersion programming?
- c) What are the perceptions of Grade 8 principals, teachers, students, and parents of essential areas (as highlighted through participant experiences of the implementation of the French immersion program) that challenge (as demonstrated through *level of satisfaction*, *level of importance*, and *performance gap* analyses) improvement and efficacy in French immersion programming?

Because of the paucity of research on principals', teachers', students', and parents' voices and experiences, my research aimed to gain a better insight and understanding of how the intended language policies are implemented and attained in French immersion schools.

### **Summary of Methodology**

The rationale for selecting mixed methods for this research study was grounded in the fact that neither quantitative nor qualitative methods were sufficient, by themselves, to address fully my research questions, and to provide a better understanding of the research problem. Integrating the strength of both methodologies using quantitative and qualitative techniques complement each other and allow for a more robust analysis (Green, Caracelli, & Graham 1989; Miles & Huberman 1994; Green & Caracelli 1997; Tashakkori & Teddlie 1998).

Among all 40 mixed-methods research designs reported in the literature by Tashakkori and Teddlie (2003), I selected the *sequential explanatory design*, which has been found to be highly popular among researchers (Creswell, Plano Clark, Gutmann, & Hanson, 2003). In sequential explanatory design, quantitative data are collected and analyzed first prior to

collecting and analyzing qualitative data in two consecutive phases within one study (Creswell 2003, 2005; Creswell et al., 2003; Tashakkori & Teddlie, 1998). According to many researchers (Creswell, 2003; Rossman & Wilson, 1985; Tashakkori & Teddlie, 1998), the qualitative data and their analyses help to explain and refine the statistical results analyzed through SPSS, exploring participants' views and perceptions in more depth. Therefore, one of the reported advantages of this design is its straightforwardness and opportunities for the exploration of the quantitative results in more detail (Morse, 1991).

The purpose of this mixed-methods sequential explanatory study was to assess micro-level stakeholders' satisfaction and identify areas for consideration with respect to policy in intention (French immersion policy) by obtaining quantitative results from an online Likert-type scale questionnaire. These questionnaires were answered by 14 principals and teachers, 38 students, and four parents, and then followed by eight selected participants for individual interviews and 15 students for three focus group interviews to explore those results in more depth through a qualitative case study analysis (Creswell, 2005; McMillan, 2000; Stick & Ivankova, 2004). In the second phase, the qualitative phase, I used a multi-site case study approach to explore Grade-8 stakeholders' perceptions through detailed and in-depth data collection (Merriam, 1998). For this phase, I conducted interviews with 8 school principals and teachers, 2 parents, and 15 students, who took the survey in the previous phase (Creswell, 1998; Stake, 1995).

According to Creswell (2003), Creswell, et al. (2003), and Morgan (1998), the given priority of more weight or attention to which approach, quantitative or qualitative (or both), depends on the goals and purposes of the research. For example, the data collection and analysis

process in the study depends on the interests of a researcher, and what a researcher seeks to emphasize in this study. Ivankova, Creswell, and Stick (2006) stated that,

In the sequential explanatory design, priority, typically, is given to the quantitative approach because the quantitative data collection comes first in the sequence and often represents the major aspect of the mixed-methods data collection process. The smaller qualitative component follows in the second phase of the research. (p. 9)

In this research study, I decided to give priority to the quantitative data collection, being the first phase of the research process. My decision was influenced by the purpose of the study to identify stakeholders' areas for consideration that challenge improvement and efficacy of French immersion programming and explain these areas that affect students' and parents' decisions to switch out of the program after Grade 8. The goal of the qualitative phase was to explore and interpret the statistical results obtained in the first, quantitative, phase. The quantitative and qualitative phases are integrated in the intermediate stage when the results of the data analysis in surveys inform and guide the development of the qualitative data collection protocols in the second phase (Creswell et al., 2003; Hanson, Creswell, Plano Clark, Petska, & Creswell, 2005). I invited participants from each group (students, parents, teachers, and principals) to explore and elaborate their perceptions on the areas for consideration from the result of the first, quantitative phase. The rationale for this decision is that "there are no established guidelines as to how researchers should proceed with selecting the cases for the follow-up [of the] qualitative analysis [...]" (Ivankova, Creswell, & Stick, 2006, p. 12). In other words, selecting the participants for the second phase and designing the interview questions for collecting qualitative data were grounded in the results of the statistical tests (Ivankova, Creswell, & Stick, 2006).

## Discussion

In the following section, I discuss the survey results in greater detail. First, the results refer back to the theoretical framework of Guba's (1985) *Domains Model*. The results from the three surveys are then applied to better explain the school strengths and challenges of implementing programs in elementary French immersion schools. Finally, the discussions from individual and focus group interviews with Grade 8 stakeholders are explained in terms of the distinct categories analyzed using NVivo qualitative software and the Coding Theory Model outlined by Saldaña (2013).

### Discussion of the theoretical framework.

In order to explore the attitudes and practices of stakeholders regarding French immersion programming, and further to provide a better understanding of their crucial role in the implementation and practice of second-language policies in schools, I selected Guba's (1985) *Domains Model*. This approach examined all factors involved in policy-in-intent, policy-in-implementation and policy-in-experience.

According to Guba (1985) "there are at least three levels at which the term policy has meaning [...]" (p. 11): policy-in-intention, policy-in-implementation, and policy-in-experience. Guba's framework provided a tool for examining French immersion programs, in which principals, teachers, students, and parents are the main source of data collection. According to Guba (1985), "it is never the policy that is tested but only some treatment or program undertaken in the name of the policy, together with the experience of that treatment or program by the target group and other affected stakeholders" (p. 11). The tools of the study supported the theoretical framework of Guba's (1985) *Domains Model*. That is to say, the data collected from Likert-scale questionnaires and individual and focus group interviews described the profound

experiences pertaining to the intention and implementation of French immersion programming among Grade 8 stakeholders (Elliott & Shin, 2002).

### **Discussion of school strengths and challenges.**

Students assigned high levels of importance to items related to the learning at school; exams and tests; school safety and security; the quality of instruction; future job opportunities; equal opportunities for male and female students; comfortable school climate and welcoming school activities; the care and helpfulness of principals, vice-principals, and teachers; teachers' knowledge, teaching strategies, and teachers' concerns about student success as an individual, and their consideration of students' differences teaching a subject; student discipline and school rules; school transportation; and school encouragement to stay in the program. Moreover, the students' satisfaction scores were an indicator for whether the school was or was not meeting their expectations in these key areas. The findings indicated that *Safety and Security* was the top priority for the students overall. *Safety and Security* was the most important scale to the students, followed by *Student Centeredness*, and *School Support Services*.

The concern for students as individuals; school safety and security, and clear procedures for emergencies; caring and helpfulness, knowledge, and fairness of teachers; student learning and discipline, and their success as an individual; quality of instruction in French and other subjects; teachers' consideration of student differences, their active use of French, and their timely feedback about student progress; school welcoming climate, and its commitment to racial harmony; and helpfulness and approachability of principals and main office staff were rated by principals and teachers as items with high importance. The results showed that *Concern for the Individual* and *Safety and Security* with importance mean score 4.93 were the most important



scales. These top priority scales were followed by *Student Centeredness* and *Staff and Teacher Effectiveness*.

For parents the following aspects were highlighted as extremely important items: the teachers' active use of French; student access to first aid; student preparedness for lots of job opportunities when they graduate; school concern for student as an individual; quality of instruction in French and other subjects; teachers' helpful answers and timely feedback, teaching techniques, fairness, knowledge and caring; school commitment to student learning, success, informing parents, and racial harmony; reasonable amount of homework; school safety and security, and physical conditions of classrooms; school encouragement to stay in the program; availability of school transportation and library resources; and helpfulness and approachability of main office staff. The survey results indicated that the *Safety and Security* was the top priority for the parents. *Safety and Security* was the most important scale to the parents, followed by *Instructional Effectiveness* and *School Support Services*.

According to Low (2000), the interrelationship between importance and satisfaction is central to understanding student perceptions (Low, 2000). Performance gap scores represented students' perceptions of effectiveness, which helped to identify school strengths and areas for consideration for this research study.

These strengths and areas for consideration for SSI were applicable to IPS and PSI. School strengths were items with higher importance and higher satisfaction, while the areas for consideration were items with higher importance and lower satisfaction (or larger performance gaps). Tables 4.5 and 4.6, as illustrated in Chapter Four, provided a conceptualization of how importance and satisfaction scores—as well as performance gap scores—are connected with determination of school strengths and areas for consideration. School strengths should be

emphasized and leveraged, although the areas for consideration need to be discussed, explored, prioritized, and responded to (Noël Levitz, 2015). Specific items on the SSI instrument that were considered areas for consideration included the following:

- Student discipline is fair.
- Teachers take into consideration student differences as they teach a subject.
- The quality of instruction I receive in my subjects is good.
- I feel safe and secure in this school.
- There is enough English language instruction for Grade 8.
- When I ask questions of the teachers or principal, they provide helpful answers.
- School rules are reasonable and fair.

The items with higher importance and higher satisfaction to students in the SSI surveys were considered school strengths. Schools were meeting or exceeding student expectations in the areas of school strengths. These specific items on the SSI surveys that were considered school strengths included the following:

- Transportation to school is available if I need it.
- Male and female students have equal opportunities to participate in school activities.
- I am able to learn at this school.
- The school has clear procedures for emergencies.
- I am encouraged to remain in French immersion throughout high school.
- French immersion improves my future job opportunities.
- I can easily get involved in school activities.
- My teachers are concerned about my successes as an individual.
- I feel welcome in this school.

- The vice-principal is helpful and approachable to students.
- New students are made to feel welcome in this school.
- Teachers are knowledgeable.

To best understand the discrepancies between the perceptions of students and parents at the level of policy-in-experience, and principals and teachers at the level of policy-in-implementation, with regards to French immersion programming, it is helpful to compare the school strengths and areas for consideration perceived by students, parents, and principals and teachers. According to Elliott and Shine (2002), focusing on stakeholders' satisfaction not only enables an administrator to reorganize the school programs and modify curricula, but also allows them to monitor continuously the program effectiveness regarding stakeholders' needs. Stakeholders' satisfaction revealed their experiences with respect to various aspects in the school system, as what happens to them within the school life influences their reasons to drop out or continue in the program. As a result, when stakeholders' experiences match the French immersion goals, they are satisfied with the program (Olivert & DeSarbo, 1989).

Principals' and teachers' perceptions shown in Tables 4.12 and 4.13 in Chapter Four revealed what they perceived as school strengths and areas for consideration. The items with higher importance, and lower agreement or larger performance gaps known as areas for consideration are listed below:

- Teachers take into consideration student differences as they teach a subject.
- The quality of instruction that students receive in French is good.
- The quality of instruction students receive in their subjects is good.
- Teachers take into consideration student differences as they teach a subject.
- The quality of instruction that students receive in French is good.

- Teachers use French actively in all subjects (except English).
- Teachers provide timely feedback about student progress in a subject (e.g., report cards).
- Teachers are knowledgeable.

These areas for consideration are the areas where there is need for improvement. In addition, comparing these areas with the ones perceived by students shows the similarities and differences in the perceptions regarding French immersion programming. In the above-discussed tables, specific items from the IPS results with higher importance and higher satisfaction were shown with a star. These items that were considered school strengths included the following:

- This school shows concerns for students as individuals.
- The school is safe and secure for all students.
- There is a commitment to students' success in this school.
- Teachers are concerned about students' success as individuals.
- The principal cares about students as individuals.
- Students are made to feel welcome in this school.
- The principal is helpful and approachable to students.
- The main office staff are helpful and approachable to students.

It is essential that strengths be communicated and celebrated to make all the stakeholders aware of the areas that are highly valued by students, and principals and teachers, and where the schools are also performing well (Noel-Levitz, 2015).

The PSI results indicated in the tables 4.24 and 4.25 in Chapter Four presented the items with higher importance and lower satisfaction or larger performance gaps in parents' perceptions. These items determined as areas for consideration follow:

- I am confident my child will be prepared for lots of job opportunities when she/he graduates.
- Teachers use a variety of teaching techniques.
- Teachers are fair in their treatment of my child.
- The classrooms have good space, lighting, heat, air conditioning, and comfortable desks.
- Teachers are knowledgeable.
- There is a commitment to my child's success in this school.
- The quality of instruction that my child receives in French is good.
- Teachers are caring and helpful.
- This school shows concerns for my child as an individual.
- When my child asks questions of the teachers or principal, he/she is provided with helpful answers.
- My child is able to learn at this school.
- Library resources are good for my child's need.

Besides these items as areas for consideration, items with higher importance and higher satisfaction were presented as school strengths. Announcing school strengths is necessary, as they provide parents' positive feedback to the school constituencies on what is working effectively. Parents considered the following items as school strengths:

- The school has clear procedures for emergencies.
- The amount of my child's homework is reasonable (hours spent on homework).
- Teachers provide timely feedback about the progress of my child in a subject (e.g., report cards).
- My child is encouraged to remain in French immersion throughout high school.

Grade 8 stakeholders' perceptions regarding their satisfaction with various aspects of French immersion programming were sought through the adapted SSI, IPS, and PSI surveys from the Noel-Levitz website. These adapted questionnaires evaluated the experience of Grade 8 stakeholders in different areas including: (a) school staff and teachers effectiveness; (b) academic services; (c) school resources and facilities; (d) school climate; (e) school support services; (f) concern for the individual; (f) instructional effectiveness; (g) safety and security; and (h) student centeredness. Furthermore, the three sets of questionnaires provided the opportunity to compare the perceptions of principals and teachers, students, and parents, and to see if their experiences align with the government administrators' mission and vision related to French immersion programming. The findings from this quantitative phase of study helped to design the questions for individual and focus group interviews to better understand Grade 8 stakeholders' perceptions and suggestions to improve the situation in French immersion programming. In the following section, greater detail related to the qualitative phase of this research study are provided.

### **Discussion of Individual and Focus Group Interviews**

To address the third question (question C) of this research study, the researcher sought the Grade 8 stakeholders' perceptions pertaining to the intention and implementation of French immersion programming, and their suggestions to improve the efficacy of the program. In order to better explore Grade 8 stakeholders' perceptions with respect to the improvement of areas for consideration, identified through the descriptive statistics of the survey data, three sets of questions were designed for individual interviews with principals and teachers, and parents, as well as focus group interviews with students. The discussions for each group are organized into major themes and categories, using Saldaña's (2013) coding system and NVivo software.

### **Discussion with principals.**

Three principals in the individual interviews with the researcher shared their initial impressions of survey findings. They said that the data from the SSI and IPS were different, although these differences were not surprising. They considered these differences more related to the children's age and their way of thinking. They also explained why principals and teachers rated higher than students regarding their level of importance the nine distinct scales of the questionnaire, as they see things as more important than students, and they put higher expectations on themselves. In the three interviews with principals, each talked about the five broad themes, namely, the concern for the individual, instructional effectiveness, school climate, school resources and facilities, and school staff and teacher effectiveness.

With regards to the concern for the individual, principals stated that they are really focused on student individual learning and behavioural needs, but they thought that students do not appreciate how much the school staff care for them as individuals. However, principals were happy that students can understand the theme of concern for individual and hope for improvement in this area. For the instructional effectiveness category, principals explained why students are not satisfied with the amount of English instruction and why they think they need more English instruction at Grade 8. Principals, however, thought they needed more French, as it is mandated by the curriculum.

Principals and teachers, and students shared mutual concerns related to the quality of instruction, and teachers' consideration of student differences while teaching a subject in the IPS and SSI results. They said administrators, principals, and teachers are aware of student individual learning needs and they are trying their best to adapt the French immersion programming to these specific needs to improve the quality of instruction. Therefore, it is

concluded that there is support and focus in this regard; however, principals claim there is a need for quality teachers who are good at both the French language and pedagogy.

Principals said they collect data pertaining to school safety, student sense of belonging, and anxiety from *Tell Them From Me* Surveys, and analyze the data to find areas for improvement. Therefore, they believed, the data from the present study should be tied to the data collected from the *Tell Them From Me* Survey. They also thought students' perceptions regarding the reasonability of school rules and fairness of student discipline would not change a lot, as it was something related to their age.

Considering the school resources and facilities as the least important scale for Grade 8 students, principals thought there was a trust factor for students that they could not be provided with more resources and facilities at schools, so they were satisfied with what they had and would not ask for something more. Nonetheless, principals asked for more French resources for different teaching areas, and better housing facilities for French immersion schools, as some pointed to the poor and old physical conditions of school buildings.

Principals reported about the lack of high-qualified teachers in terms of the language and pedagogy as they discussed as an important factor to improve the quality of instruction in the French immersion programming. They pointed to the growth of the program each year, and argued the need for the recruitment of high quality teachers, especially because of the problems of living in an Anglophone province where there were not many applicants having a French degree from the university.

### **Discussion with teachers.**

In individual interviews with three teachers, they discussed their initial impressions of the students', and principals' and teachers' survey results, and helped the researcher to better



understand the findings. For the three Grade 8 teachers, the survey data were interesting and surprising, but not very different. They compared the data for students, and teachers and principals in different areas. Four broad themes emerged from the principals' perceptions as follows: *instructional effectiveness, school resources and facilities, safety and security, and school staff and teachers effectiveness.*

Teachers pointed to the differences among the perceptions of students and principals and teachers related to the English and French instruction. They assumed students were more concerned about the amount of English instruction in Grade 8, as they were at the age of becoming more sociable and they felt more comfortable with sharing their everyday life with peers in English. Furthermore, for some students French was the third language which makes the use of French even harder. Nevertheless, the three teachers emphasized the need for active use of the French language in teaching all subjects (maths, arts, drama, etc.) except in English classes in order to improve student learning in French immersion programming.

Teachers reinforced the principals' views on the need for more French resources for teaching subjects such as science. They asked for financial support to be able to buy the same type, quality, and amount of resources for their classes as their English counterparts. They also explained the reason that Grade 8 students did not rate high level of importance for the scale of school resources and facilities might be that students were mature and could understand the French program limitations very well. The three teachers thought there was also a connection between the students' maturity at Grade 8 and their concern for school safety and security. They thought students' information about worldwide news on school violence had an effect on their rating to put the school safety and security as the most important scale. But, they were surprised

to see this item in the survey results as an area for consideration and would like to know more about that.

The three teachers noted that they put higher expectations on themselves regarding their knowledge and timely feedback about student progress. They emphasized on the report card as tools of communication with parents. But, they were concerned that some French immersion teachers did not have the specialized education for teaching some subjects.

### **Discussion with parents.**

In individual interviews with two parents, they discussed their initial impressions of the students', and parents' survey results, and helped the researcher to better understand their perceptions with respect to the implemented French immersion programming in the elementary schools. They explained the differences in the areas for consideration compared with their children. They related these differences to child-centered answers versus holistic and broad parental viewpoints. The two interviewed parents described how children were more concerned about their everyday life in the classroom with teachers and friends, whereas their concerns were more focused on children's future.

One parent explained how children thought differently regarding the importance of various aspects (scales) of the French immersion program and indicated their disagreement with parents similar to their daily conversations with them. Interestingly, the other parent found the similar themes within the areas for consideration for parents in English programs, given in the final report of the Tell Them From Me surveys.

Grade 8 parents described how they have been frustrated by many of these areas for consideration related to French immersion programming that have not changed a lot over the years. They knew some of areas for consideration, including Academic Services, Student

Centeredness, Instructional Effectiveness, and School Support and Services more related to offering French immersion programs in an Anglophone province like Saskatchewan. As a result, the differences in the collected data from students and parents were not considered surprising or strange by Grade 8 parents.

### **Discussion with students.**

In interviews with three focus groups of students, they elaborated their areas for consideration from the student survey findings (the SSI). Significantly, Grade 8 students' responses related to their concern for school safety and security were opposite to the data collected from the surveys. As opposed to what the researcher found from the SSI surveys that students' expectations related to the school safety and security were not met by the schools, they all said they felt safe and secure. In deeper conversation with Grade 8 students, they talked about poor physical conditions of school buildings like leaking, or lockdown in the washrooms as concerns in this regard. The researcher concluded that students misunderstood this question because of its wording, and the design of the questionnaire to rate for both level of importance and satisfaction for each question. However, this misalignment between survey data and students' or other grade 8 stakeholders' views has not been determined in any other items of the three questionnaires.

With regards to instructional effectiveness, the grade 8 students shared their needs for a variation in teaching techniques considering student differences and their ways of learning. They complained about following lesson plans that are just based on reading from the textbooks. The grade 8 students also discussed why their expectations related to the student discipline have not been met. In this regard, they gave some examples like the favouritism by teachers in the

classrooms, unfair game rules for boys versus girls, and being more disciplined for students who always do their homework.

The grade 8 students' voices in three focus groups were different with respect to the amount of English instruction. Although some thought there was enough English instruction and they should speak more French, the majority suggested the amount of English instruction should be increased to the same amount of French instruction especially in a subject like math. The grade 8 students shared their experiences related to getting helpful answers from teachers and principals. They complained about the times when teachers were unable to answer their questions, and had no time or just rereading and repeating the questions without assuring that students understood their answers. They also stated that they were criticized for asking questions or referred to another teacher or in some cases other teachers.

The students' concerns regarding their individual learning needs to improve the quality of instruction was again discussed under the theme of teachers' consideration of student differences while teaching a subject. They described stronger students have been helped by teachers more often, although weaker students might not get the teacher help at all. Finally, the grade 8 student participants in this study expressed their concerns for the school rules in terms of fairness and reasonability. Different dress code and game rules for girls and boys at school, stricter classroom rules for students with a bad reputation, and caring more for younger students than the older ones were included in the Grade 8 students' discussions about the school rules.

### **Main findings.**

Although macro-level governmental administrators in Saskatchewan are aware of goals and objectives, and mission and vision of French immersion programming as they set them out in the Grade 8 curriculum, it is essential to explore the perceptions of micro-level stakeholders in

order to better understand if the *policy-in-intention* align with the *policy-in-experience* and *policy-in-implementation* in the context of Grade 8 in three elementary schools in two urban, publicly funded, school divisions in Saskatchewan.

According to Miller (2003), conducting satisfaction surveys is a key method to demonstrate how an educational institution is performing by providing feedback on how French immersion programming is implemented and experienced. Moreover, satisfaction assessment contributes to the improvement of policy regarding French immersion programming, as well as student and school success (Bruning, 2002). However, if policy makers do not know what stakeholders want, what they expect, or what they need, they are not able to do the policy analysis and evaluation (Guba, 1984).

From measuring the perceptions of micro-level stakeholders with satisfaction assessment questionnaires SSI, IPS, and PSI, it became evident *safety and security*, *student centeredness*, and *school support services* respectively were the top priorities for students. Parents assigned the most important score to same scales. However, *instructional effectiveness* was rated the second most important scale rather than *student centeredness*. As opposed to SSI results, it was determined in PSI results that *student centeredness* was the second least important scale after *academic services* for parents. The data from IPS surveys indicated that both scales *concern for the individual* and *safety and security* were the top priorities for principals and teachers, followed by *student centeredness*, and *school staff and teachers effectiveness*.

From the SSI results, it became apparent that high expectations of the student participants were not met in the areas that mattered most to them: safety and security, the quality of instruction, student discipline, sufficient English instruction, principals' and teachers' helpful answers, and teachers' consideration of student differences while teaching a subject. Similar to

the students, the IPS results showed that French immersion schools were not meeting the participant principals' and teachers' expectations in two areas that mattered most to them, including teachers' consideration of student differences and quality of instruction. However, the other areas for consideration for principals and teachers were different from students: the quality of instruction in French, teachers' knowledge and active use of French in teaching subjects, and teachers' timely feedback of student progress. From the PSI data, it was determined that parents were sharing the same concern with students about principals' and teachers' helpful answers, and with principals and teachers about teachers' knowledge and quality of instruction in French. Nonetheless, parents had other areas for consideration that were not similar to the areas determined by students, and principals and teachers: preparedness of students for many job opportunities after graduation; variety of teaching techniques; care, helpfulness, and fair treatment of teachers; classroom physical condition and library resources; school commitment to student success and learning; and school concern for students as individuals.

The noted similarities and differences among the perceptions of the Grade 8 parent participant, and the principals and teachers related to their priorities and areas for consideration were discussed with them in focus group and individual interviews. Principals and teachers thought their views were different considering their role and responsibilities at school. They believed principals and teachers had higher expectations from themselves because of their jobs as implementers of French immersion program at schools. They also explained they had the highest level of importance for all of nine scales except *instructional effectiveness* and *school support services* (Mean score: 4.93).

Comparing student and parent survey data, parents pointed to the differences and said their areas for consideration regarding classroom physical conditions and library resources were

coming from day-to-day conversations with their Grade 8 children. However, Grade 8 students' expectations with respects to school resources and facilities were met. They described the reason that students were provided with the required resources and facilities at home, so they accepted the school limitations and were satisfied with what they had. Parents also mentioned children's age and focus on their daily interests as an important factor to differ students' perceptions from parents, and principals and teachers' views who see the whole picture and concern for children future.

Principals and teachers described students' concerns for quality of instruction in their subjects, and teachers' consideration of student differences teaching a subject as a sign of maturity and thinking independently at Grade 8. However, they explained the areas for consideration regarding student discipline and school rules might be more related to the rebellious nature of students at this age and, therefore, principals and teachers would not be able to change them a lot. It was surprising to principals and teachers that students were more focused on the amount of English instruction rather than French. They thought the reason could be also related to students' age when they were getting more sociable and sharing their daily life stories with their peers, and more comfortable speaking English.

Results from the SSI, IPS, and PSI provide an agenda for considerations that governmental administrators and French immersion schools should be addressing regarding the needs of their stakeholders (Noel-Levitz, 2013).

### **Considerations**

Based on the literature and the findings of the study, I identified key recommendations for three elementary French immersion schools in two urban, publicly funded, schools divisions in Saskatchewan. These recommendations include:

1. ***Continued focus on Tell Them From Me survey data.*** The results from the *Tell Them From Me* surveys help the school staff and teachers be more aware of Grade 8 student needs in order to provide them with better support, and to improve their experiences related to French immersion programming at elementary schools (see principal section, p. 181). According to the Learning Bar (2016), Tell Them From Me Surveys allow students, parents, and schools to contribute to the improvement of the school. Receiving regular feedback directly from the stakeholders about school efforts, and putting it to immediate use to inform classroom practice and strategic planning have increased student engagement significantly.
2. ***More support regarding teachers' training and professional development.*** This continued support could include providing professional development and training for teachers to maintain the program and meet students' and parents' learning and emotional needs in French immersion schools with regards to quality of instruction, variety of teaching techniques, and consideration of student differences as individuals (see principal and parent section, pp. 187, 226). Many researchers such as Borko and Putnam (1995), Darling-Hammond (1993), Talbert and McLaughlin (1993), and Thompson and Zeuli (1999) indicated that teacher learning and development is the key for improving the quality of school programs.
3. ***More communication with parents.*** Having more communication with parents could be helpful as school principal and staff become aware of their areas for consideration, and parents become informed better about principals' and teachers' efforts to improve student learning and achievement in French immersion schools (see principal and teacher section, pp. 188, 203). In addition, communications with parents about the reasons that students



should stay in the program after completing Grade 8 could be beneficial to help increase the retention rate at this stage (see parent section, p. 227). The content of school-to-home communications and their frequencies are important. Since these communications include information that have direct impact on parents' perceptions, making them feel comfortable with school, and enhancing their involvement (Ames, 1993).

4. ***More supports regarding French resources.*** In accordance with students' need, goals, and objectives of French immersion curriculum with respect to French materials in learning French language and culture, more support could be provided through quick actions like providing money, or long term planning to build a united system that all teachers from all schools and divisions having access to it, sharing French resources (see principal and teacher section, pp. 182, 200). There are some research findings about long-term student achievement as a result of a variety of instructional practices (Thomas & Collier, 1997).
5. ***More supports for academic services.*** To immerse students in francophone culture, the following important pedagogical implications evolved from the French immersion program in Saskatchewan. This would require more academic support for different and innovative programs in French immersion programming like exchange programs, and other opportunities to contact francophone communities for students, as well as teachers (see teacher section, p. 201). Research on study abroad learning contexts by Freed (1998) suggested that study abroad contexts accelerate student acquisition of the second language.
6. ***Development of building condition and availability of school resources.*** This improvement of resources could include providing an appropriate setting regarding the

physical features of school buildings and existing school facilities like library resources and places for group learning, where the environment supports students' activities and nurtures their development (see parent section, p. 226). School building features like temperature, lighting, air conditioning, age, and presence of windows have been found to be a positive influence upon student performance (Earthman, 2002).

7. ***Raising students' motivation for learning.*** This is about engaging students in activities that they enjoy while learning French. The activities include, reading French books, watching French movies and television programs (see teacher section, p. 200). There is also support in the literature that Report card systems, and awards ceremonies are effective factors in the reinforcement of students' motivation (Brophy, 2013).
8. ***Equal amount of French and English instruction for Grade 8 students.*** Increasing the amount of English instruction in some subjects like math and science to decrease students' anxiety for facing probable challenges in high schools where they get more English language instruction in their subjects (see student section, p. 211). However, the evaluation of French immersion programs for the primary grades demonstrated that reduced use of French as a medium of instruction in subjects other than French language arts does not yield greater proficiency in English language skills (Genesee, 1978).
9. ***Increased support for weaker students.*** More support teachers could provide extra assistance for weaker students outside the classroom individually or in a group, while the other students are studying with their classroom teacher, or vice versa (see student section, p. 216). According to DiMartino and Miles (2004), grouping students could be effective on their learning as it provides greater efficiency, eases teachers, and lessens the

sense of failure for slower students. So, students learn better and feel more positive about themselves.

10. ***More consideration for student differences when teaching a subject.*** This consideration could include designing lesson plans with regards to student learning individual needs, give a variety of examples, explain the same content in different ways, and equip teachers with various teaching tools and techniques (see student section, p. 207). Differentiated instruction engages all types of learners since all students are able to learn but they learn in different ways (DiMartino & Miles, 2004).
11. ***Assigning some students as leaders.*** These student leaders who are assigned by students themselves could meet with teachers and school staff and inform them about students' perceptions of school rules and student discipline (see student section, p. 218). This allocated position of authority makes students feel more engaged in the determination of school rules and discipline, and ultimately makes them feel satisfied with their fairness and reasonability (Robinson, Hohepa & Lloyd, 2007).
12. ***Increasing the number of school staff and teachers for a great number of students.*** This increase could include having an adequate number of school staff and teachers supervising students who are registered at different grades and monitoring them when they are in the playground or outside the classrooms (see student section, p. 218). The paucity of school staff or teachers to monitor students in playgrounds or classrooms limits children activities and impacts their motivation and interest in attending French immersion schools.
13. ***More strict rules for active use of French.*** More strict rules regarding active use of French for student daily conversations with their peers or with teachers at schools where

students are immersed with French culture and language (see student section, p. 210).

The positive effects of continued exposure to the French language are explored in

Turnbull, Lapkin, and Hart (1998) study of immersion students.

14. ***Recruitment of French-speaking professional support personnel.*** This recruitment would include French-speaking speech language pathologists, counselors, and physical and occupational therapists (see parent section, p. 224).
15. ***Hiring more quality French teachers.*** This could include the recruitment of teachers who are qualified in terms of pedagogy and fluency in oral and written French (see parent section, p. 223). According to Ferguson (1991) teachers' qualifications play an important role in what student learn. Students with qualified teachers have significantly high achievement (Sanders & Rivers, 1996).

#### **Considerations for future studies.**

Based on the findings from this research study, the following considerations for future research are provided to strengthen the research literature on stakeholders' satisfactions with regards to French immersion programming:

1. A separate qualitative study could be conducted collecting demographic data and focus on its particular results; such as if female participants had higher expectations than male ones, if the ethnicity of stakeholders had an impact on their level of satisfaction, or if students and parents of affluent families had different expectations (Howard, 2008).
2. Additional studies could be implemented to compare Grade stakeholders' satisfaction to private schools. External benchmarks can be positive motivators for school improvement (Noel-Levitz, 2012).

3. Research should be conducted using a larger sample size that includes more French immersion schools across this province. This would add to the overall data on the Grade 8 stakeholders' satisfaction with French immersion programming, and strengths and areas for consideration determined by them at schools.
4. This research could be compared with studies in other provinces and at any other levels in French immersion programming. Grade 12 stakeholders' perceptions pertaining to the intention and implementation and experience of French immersion programming could be a source to determine the strengths and areas for consideration, and to seek ways to improve them.
5. A longitudinal study could be conducted at a particular school; tracking strengths and areas for consideration over time to determine where satisfaction levels have changed significantly. An annual, or every-other-year, survey allows for easy comparisons to provide feedback for French immersion programming implemented at schools (Noel-Levitz, 2013).
6. Additional independent variables could be studied that may impact student satisfaction at SSIs; such as whether the student was at Grade 3, 4, and 5, or in middle years (Grade 6, 7, and 8).

### **Limitations.**

Several limitations were identified in this study. First, the study was limited to Grade 8 students, parents, teachers, and principals. Second, students took the online survey in April near to the end of the school year. While this time frame allowed Grade 8 students to rate items based on a roughly complete academic year, it may have also caused students to respond differently especially because they were graduating from elementary schools. Third, the

response rate of students, teachers and principals, and particularly parents was low. While the survey data may be reflective of Grade 8 stakeholders of French immersion, the low response rate made it difficult to generalize this sample as a whole to a grade 8 population in two urban, publicly funded, school divisions. Due to the small size of the sample the findings of this study needs to be interpreted with caution. Fourth, the results of the study cannot be generalized to other school divisions or provinces. The transferability or generalizability of the research findings is limited by the case study research design, and the researcher could not make those assumptions with any certainty for all French immersion programs.

### **Misalignment of the Three Policy Levels**

According to Guba (1985), at the level of policy-in-intent, the governmental administrators determine the intended goals and objectives, standing decisions, and a definite guide to purposive actions. In this research study, I reviewed the design of French immersion curriculum, its plan, and strategies at the level of policy-in-intent in comparison to its implementation and experience at the other two policy levels (policy-in-implementation and policy-in-experience). The themes arose from the curriculum overview, and the elicited data from principal, teacher, Grade 8 student, and parent questionnaires and interviews indicated misalignment between the three policy levels in the context of Grade 8 in three selected elementary schools in two urban, publicly funded, school divisions in Saskatchewan.

First, French immersion policy has been written with the intent to develop an understanding of the cultures of French-speaking societies and to integrate cultural study into daily language instruction (Ministry of Education, 2001). However, the teachers at level-of-implementation are faced with a lack of academic support for different and innovative programs in French immersion programming like exchange programs to teach the French language to

students while they are immersed in French culture. Parents also encountered lack of resources to support the school culture to live the French language as one of the areas for consideration regarding French immersion programming. According to Cammarata and Tedick (2012), a lack of resources and absence of available support in the form of materials—described as *External Challenges*—impose such a high pressure on immersion teachers that prevents them from integrating language and content in their instruction, and consequently prevents immersion programs from reaching their intended goals to foster the relationship between language development and content learning (Lyster, 2007).

Second, with the renewal of the *Roadmap for Canada's Official Languages* (2013-2018), the Canadian Heritage the Roadmap, Canadian Heritage recommitted to its long-standing collaboration with provincial and territorial governments to fund immersion programs to offer teacher training and development. Nevertheless, both principals and teachers at the level of policy-in-implementation, and parents at the level of policy-in-experience were concerned about teachers' knowledge. Principals asked for “more opportunities for professional development for French immersion teachers within instructional practices and certainly assessment practices” (Jack, personal communication, May 13, 2016, para. 14). Jeff, a Grade 8 teacher, asserted, “sometimes, teachers are not specialized in their subjects. So, they are getting to teach a subject while they have no knowledge about the subject [and how they should teach it]” (Jeff, personal communication, May 6, 2016, para. 13).

Third, although according to Saskatchewan Ministry of Education (2015), students should receive up to 50 to 70 percent of their instruction in French by Grade 8, Grade 8 students in the two schools asked for equal amount of English and French: they thought “French is really important, [similarly] English is [important because it is] the language we use everyday when we

talk to people” (Focus group 3, personal communication, May 6, 2016, para. 18; Focus group 2, personal communication, May 13, 2016, para. 7).

Fourth, the French immersion programs should include a variety of materials (e.g., pictures, games, books on mathematics, history, science, geography, and all other disciplines, newspapers, movies, and articles) (Ministère de l’éducation de la Saskatchewan, 2008; Ontario Ministry of Education, 2001). Moreover, French immersion programs were revitalized, providing more additional high-quality teaching materials, and diverse opportunities for students to improve and use their FSL skills (CPF, 2004, p. 5). Nevertheless, Grade 8 teachers talked about their current need for French resources to enable them to teach French using variety of tools, as Jeff stated, “we need some stuff to make students motivated to learn that could be supported by the government” (Jeff, personal communication, May 6, 2016, para. 16). Grade 8 students also expressed their concerns related to teachers’ consideration of student differences and instructional effectiveness as a result of not having a various methods of learning in the classrooms. In this regard, they pointed to teaching only based on the book and gave an example of taking notes from Power-point slides where “there are a lot of strategies that teachers [can] use and teach [students] in different ways” (Focus group 3, personal communication, May 6, 2016, para. 8).

Fifth, according to bureau de l’éducation française division (2008), since most of the immersion students in Saskatchewan have little or no contact with the French language outside of their school environment, opportunities for communicating in French should be maximized in the school setting. Grade 8 teachers, nonetheless, talked about this as a challenge where “they [do not] have funding to [be able] to purchase same type, same quality, and same amount of



resources as [their] English counterparts (Marie, personal communication, May 13, 2016, para. 13).

Sixth, the Ministry of Education (2001) designed French immersion programs, particularly dual-track settings, to develop students' understandings of the cultures of French-speaking societies and represent the Canadian reality of linguistic duality (Saskatchewan Learning, 2005). However, Grade 8 teachers suggested having French centers, or more single stream schools, where teachers have opportunities to communicate in French rather than English with their colleagues (Marie, personal communication, May 13, 2016). Grade 8 students in some elementary schools also shared their experience of not having sufficient number of staff or teachers to monitor them for going to the playgrounds and doing activities outside the classrooms. Similar to Grade 8 students and teachers, parents noted school support services like speech language pathologist, physical therapist, and occupational therapist offered only in English in French immersion schools.

Finally, contrary to the result of the study conducted with Saskatchewan parents (Friesen, 2013) to choose French immersion for future employment advantages, Grade 8 parents in this research study stated their lack of confidence if their children would be prepared for lots of job opportunities when they are graduated from French immersion.

### **Implications for Theory and Practice**

The literature and the data of this research study indicate there have been benefits of exploring stakeholders' perceptions pertaining to the intention and implementation of French immersion programming, and what the implications of these benefits have been. Not only is there a need for seeking stakeholders' perceptions, there is a need for a structured framework and tools to explore their perceptions (Backman, 2009; Bamgbose, 2004; Canagrajah, 1999;

Germain, & Netten, 2004; Kristmanson, Cogswell, & Campbell, 2003). There had been limited research regarding principals', teachers', students', and parents' voices to gain better insight and understanding of how the intended language policies are implemented and attained in French immersion schools (Carr, 2007; Quiring, 2008).

Participants in the research study supported seeking for their perceptions and experiences related to French immersion programming. Some principals and teachers indicated an important aspect of their job is to determine the strengths and areas for consideration of the implemented program and ascertain students' level of satisfaction to support and maintain French immersion programming. A few of them also thought the given feedback by students and parents regarding their experience with French immersion schools would help them to delegate responsibilities more appropriately and to provide the level of support needed by each principal and teacher. However, very few principals mentioned ways they explore students' and parents' voices.

Data extracted from this research study have implications as a direct outcome of evaluation of stakeholders' perceptions pertaining to the intention and implementation of French immersion programming. Principals and teachers in three schools in two school divisions were informed about their students' and parents' level of importance and satisfaction, and performance gaps with regards to various aspects of French immersion programming at schools. The strengths and areas for consideration identified by students and parents were shared with teachers and principals to support their focus on the areas that can be improved. Principals and teachers acknowledged some determined areas for consideration and expressed their frustration with a perceived lack of support in some areas (like teacher recruitment to improve the quality of instruction and support for various teaching techniques, as well as the lack of French resources and materials for individual learning needs).

Considering the important role of policy evaluation for ongoing success, increasing retention, and improvement of French immersion programming, using Noel-Levitz' website tools to assess level of importance (the ideal performance) as well as level of satisfaction (the real performance) yielded valuable information to evaluate the three policy levels, and explore if there were some misalignments between them. Moreover, the performance gap analysis (satisfaction minus importance) identified mismatches between importance and performance, resulting in operational improvement through stakeholders' recommendations and action plans to implement the required changes based on micro-level stakeholders' need.

There are strong implications that have emerged from this research study for policy analysis. Governmental administrators, board members and those in the policymaking positions need to look at ways in which policies are implemented and practiced. That is to say, they need to look at principal and teacher voice, student voice, and parent voice that can inform policy evaluation and analysis. The study showed the evaluation and considerations of principals and teachers, students, and parents related to French immersion programming. The input from micro-level stakeholders will be reported to the boards of two school divisions who contributed to enhancing the curriculum and policy regarding the French immersion program at schools and ensure ongoing policy evaluation. As Guba (1985) stated, "it is never policy that is tested but only some treatment or program undertaken in the name of the policy, together with the experience of that treatment or program by the target group and other affected stakeholders" (p. 11). Guba's 1985) *Domain Model* can be broadly used as a framework for policy analysis in any areas including justice, health, and finance policy contexts.

At the macro level of policy analysis, implications from this research reveal a need for support from the governmental administrators and boards to identify what is informing French

immersion curriculum, and what is increasing the retention rate. Significant findings of this research study provided the valuable input and missing data to the present literature pertaining to stakeholders' voices to improve French immersion program efficacy. In addition, their suggestions and recommendations provided strong support for the evaluation of French immersion programming, its implementation, and finally improving program efficacy, as micro-level stakeholders identified the strengths and areas for consideration pertaining to the intention and implementation and experience of the program.

Along with French immersion program planning and the identification of its goals and principles, practice and experience are essential to support the central and consistent message of this program towards student success in Canadian dual linguistic education system.

### **Implications for Education**

Strong relevance and implications have emerged from this research study, using Guba's (1985) *Domain Model* as a framework to inform governmental administrators and those in the language policy-making field of micro-level stakeholders' voices and perceptions at other two policy levels. Guba's model, used as an exploratory framework, provided this research study with a place for collecting data from all stakeholders. This research study revealed how experience of principals and teachers, and Grade 8 students and parents with regards to French immersion programming indicated what is informing French immersion curriculum, and how including outputs from micro-level stakeholders could ensure if French immersion policies are relevant while there is ongoing evaluation. However, the linear nature of this framework did not allow for gaining input related to contextual changes, stakeholders, and outcome indicators to evaluate and change French immersion curriculum in a loop from policy-in-experience to policy-in-intent. This loop could provide input to evaluate and change policy as needed.

This research study has contributed to understanding of the perceptions of micro-level stakeholders and highlighted the significance of their role in published literature. Research in this area indicated in what areas stakeholders' expectations were not met and suggested changes for improvement. This satisfaction assessment could contribute to the improvement of policy regarding French immersion programming, as well as student and school success, bringing discussions and possibly changes. Since, the literature for curricular programs recommends that research is needed to not only identify the level of student satisfaction but to explore what areas for consideration students would find relevant in relation to their retention from the program. Research in this area could include both qualitative and quantitative approaches to provide a better understanding of the results.

Explicitly stated policy makers who allow for including stakeholders' perceptions in the policy analysis and program evaluation to set new policy goals and objectives would support a comprehensive program considering stakeholders' needs and improvement of their areas for consideration. Including stakeholders' input related to their experience with French immersion programming appear to be a logical and cogent step towards improving student engagement in programs and the efficacy of the French immersion program.

### **Summary**

In this final chapter, I further explained the results and the main outcomes of this research study, addressing the research questions and problems. I, then, discussed the suggested considerations by Grade 8 stakeholders, and described the limitation of this study. I concluded the chapter by identifying the implications of the study for future French immersion program through theory, practice, and education. This research study began an exploration of Grade 8

stakeholders' perceptions of French immersion programming and areas influencing the efficacy and improvement of French immersion programming.

## References

- Acquisition of oral language as a foundation for literacy. (2012). *Prologue*. Retrieved from [http://www.edugains.ca/resourcesFSL/PDF/Prologue/Prologue\\_AcquisitionOfOralLanguage.pdf](http://www.edugains.ca/resourcesFSL/PDF/Prologue/Prologue_AcquisitionOfOralLanguage.pdf)
- Adiv, E. (1979). *Survey of students switching out of immersion and post-immersion programs*. Montreal, QC: The Protestant School Board of Greater Montreal.
- American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- Ames, C. (1993). Parent Involvement: The Relationship between School-to-Home Communication and Parents' Perceptions and Beliefs. Report No. 15.
- Ammon, U., & Hellinger, M. (1992). *Status change of languages*. New York, NY: Walter de Gruyter.
- Andersson, B. (2003). *Conducting School Surveys on Drug Abuse: Toolkit Module 3*, 5–7. Vienna, Austria: United Nations Office on Drugs and Crime.
- Anglophone [Def.] (n.d.). In *Merriam Webster Online*, Retrieved from <https://www.merriam-webster.com/dictionary/anglophone>
- Armstrong, C. (1981). *The politics of federalism: Ontario's relations with the federal government, 1867-1942*. Toronto, CA: University of Toronto Press.
- Armstrong, R. L. (1987). The midpoint on a five-point Likert-type scale. *Perceptual and Motor Skills*, 64(2), 359–362.
- Arnett, K., & Mady, C. (2010). A critically conscious examination of special education within

- FSL and its relevance to FSL teacher education programs. *Canadian Journal of Applied Linguistics*, 13(1), 19–36.
- Arnott, S. (2015). Second language education and micro-policy implementation in Canada: The meaning of pedagogical change. *Language Teaching Research*, doi:1362168815619953.
- Babin, B. J. & Griffin, M. (1998). The nature of satisfaction: An updated examination and analysis, *Journal of Business Research*, 41, 127–136.
- Backman, S. (2009). Policy as Practice: *Local Appropriation of Language and Education Policies in Lesotho Primary Schools* (Doctoral dissertation). Retrieved from <http://gradworks.umi.com/33/96/3396098.html>
- Baker, C. (2006). Psycho-sociological analysis in language policy. In T. Ricento (Ed.), *An introduction to language policy* (pp. 210–228). Malden, MA: Blackwell.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (Vol. 79). Clevedon, UK: Multilingual matters.
- Bamgbose, A. (2004). Language planning and language policies: issues and prospects. In P. v. Sterkenburg (Eds), *Linguistics Today—Facing a Greater Challenge* (pp. 61–86). Philadelphia, PA: John Benjamins Publishing Co.
- Barik, H. C., & Swain, M. (1975). Three-year evaluation of a large scale early grade French immersion program: The Ottawa Study. *Language learning*, 25(1), 1–30.
- Barik, H. C., & Swain, M. (1976). A longitudinal study of bilingual and cognitive development. *International Journal of Psychology*, 11, 251–263. doi: 10.1080/00207597608247361.
- Barik, H. C., & Swain, M. (1978). Evaluation of a French immersion program: The Ottawa study through Grade five. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 10(3), 192.



- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13, 544–559.
- Bazeley, P. (2009). Integrating data analyses in mixed methods research [Editorial]. *Journal of Mixed Methods Research*, 3(3), 203–207.
- Bernard, H. R. (2011). *Research methods in anthropology: Qualitative and quantitative approaches* (5<sup>th</sup> ed.). Walnut Creek, CA: AltaMira Press.
- Berube, M. (2016). *French Immersion Oral Language Production: Effective Teaching*. Doctoral Dissertation: City University of Seattle.
- Berroir, P., Ghazi-Saidi, L., Dash, T., Adrover-Roig, D., Benali, H., & Ansaldo, A. I. (2016). Interference control at the response level: Functional networks reveal higher efficiency in the bilingual brain. *Journal of Neurolinguistics*. Retrieved from <http://dx.doi.org/10.1016/j.jneuroling.2016.09.007>
- Best, J. W & Kahn, J.V. (2003). *Research in education* (9<sup>th</sup> ed.). Boston, MA: Pearson.
- Bibeau G. (1984). No easy road to bilingualism. *Language and Society: The Immersion Phenomenon*, 12, 44–47.
- Biggs, J., and C. Tang. 2011. *Teaching for Quality Learning at University*. Maidenhead: Open University Press.
- Bisong, J. (1995). Language choice and cultural imperialism: A Nigerian perspective. *ELT Journal*, 49(2), 122–132. doi: 10.1093/elt/49.2.122
- Bogdan, R., & Biklen, S. (2007). *Qualitative research for education: An introduction to theories and methods*. Boston, MA: Pearson.
- Bonyun, R., Morisson, F., & Unitt, J. (1986). *When primary pupils transfer out of French immersion* (Research Report 86–06). Ottawa, ON: Research Centre, Ottawa Board of

Education.

- Borko, H., & Putnam, R (1996). Learning to teach. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 673–708). New York, NY: Macmillan.
- Bournot-Trites, M., & Tellowitz, U. (2002). *Report of current research on the effects of second language learning on first language literacy skills*. Halifax, Canada: Printing House.
- Bresciani, M., Zelna, C.L., & Anderson, J.A. (2004). *Techniques for assessing student learning and development: A handbook for practitioners*. Washington, DC: National Association of Student Personnel Administrators.
- Brooks, S., & Miljan, L. (2003). *Public policy in Canada: An introduction*. Don Mills, Ontario, Canada: Oxford University Press.
- Brophy, J. E. (2013). *Motivating students to learn* (3<sup>rd</sup> ed.). New York, NY: Routledge.
- Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston, MA: Heinle & Heinle Publishers.
- Browne, B. A., Kaldenberg, D. O., Browne, W. B., & Brown, D. (1998). Students as customers: Factors affecting satisfaction and assessments of institutional quality, *Journal of Marketing for Higher Education*, 8(3), 1–14.
- Bruning, S. D. (2002). Relationship building as a retention strategy: Linking Relationship attitudes and satisfaction evaluations to behavioral outcomes. *Public Relations Review*, 28(1), 39–48.
- Brutt-Griffler, J. (2002). *World English: A study of its development*. Clevedon, UK: Multilingual Matters.
- Bryant, J. L. (2006). Assessing expectations and perceptions of the campus experience: The Noel-Levitz Student Satisfaction Inventory. In Wiley InterScience. *New Directions for*

- Community Colleges* (Vol. 134, pp. 25–35). doi: 10.1002/cc.234
- Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research*, 6(1), 97–113.
- Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Methods Research*, 1(1), 8–22.
- Bureau de l'éducation française Division. (2008). *Curriculum Policy for the French Immersion Program. Manitoba Education, Citizenship and Youth*. Retrieved from <http://www.edu.gov.mb.ca/k12/docs/policy/frenchimm/document.pdf>
- Burger, S., Weinberg, A., & Wesche, M. (2013). Immersion studies at the University of Ottawa: From the 1980s to the present. *Cahiers De L'ILOB*, 2(6), 21–43. Retrieved from <http://www.ccerbal.uottawa.ca/files/pdf/cilob-v6-2-artburger-weinberg-wesche.pdf>
- Burgess, D., Walker, K., Chomos, J., & Donlevy, J.K. (2014). *A guide to Saskatchewan school law* (3<sup>rd</sup> ed.). Saskatoon, SK: Turning Point.
- Caballero, V. C., (2008). *When Policy becomes Practice: Teachers' Perspectives on Language Bilingualism and the Teaching of Guarani as a Second Language in Paraguay*. Arizona State University.
- Calvé, P. (1988). Immersion: How high will the balloon fly? Réflexions sur une aventure pédagogique. In P. Calvé (Ed.) *Aspects de l'immersion* (pp. 23–42) Toronto: Ontario Educational Research Council.
- Cammarata, L., & Tedick, D. J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *The Modern Language Journal*, 96(2), 251–269.
- Canada. Canadian Heritage. (2004). Canadian diversity: Respecting our differences. *Ottawa, ON: Government of Canada*. Retrieved June, 15(2006), 85–105.

- Canada. Canadian Heritage. (2008). *Report on Government of Canada Consultations on Linguistic Duality and Official Languages*. Retrieved from <http://www.pch.gc.ca/eng/1360090395105/1360090495365#jmp-lan1>
- Canada. Canadian Heritage. (2008). *Roadmap for Canada's linguistic duality 2008–2013: Acting for the future*. Ottawa. Retrieved from <http://www.pch.gc.ca/slo-ols/strat-eng.cfm>
- Canada. Canadian Heritage. (2012). *Évaluation des Programmes d'appui aux langues officielles (2008-2009 à 2012-2013)*. Ottawa: Office of the Chief Audit and Evaluation Executive.
- Canada. Canadian Heritage. (2013). *Roadmap for Canada's official languages 2013-2018: Education, immigration, communities*. Retrieved from <http://www.pch.gc.ca/eng/1358263602229>
- Canadian Association of Immersion Teachers (1994). *Guidelines for a Successful French Immersion Program*. Nepean, Ontario, brochure.
- Canadian Association of Second Language Teachers (CASLT). (2004). *CASLT urges for innovative teaching programs to increase student retention*. Press release. Retrieved from [http://www.caslt.org/Info/pressrelease\\_nov12\\_2004.htm](http://www.caslt.org/Info/pressrelease_nov12_2004.htm).
- Canadian Council on Learning. (2007). *Lessons in learning: French-immersion education in Canada*. Retrieved from: <http://www.ccl-cca.ca/pdfs/LessonsInLearning/May-17-07-French-immersion.pdf>
- Canadian Council on Learning. (2008). *Lessons in learning: Understanding the academic trajectories of English as a second language (ESL) students*. Ottawa, ON: Canadian Council on Learning.
- Canadian Education Association. (1992). *French immersion today*. Toronto, ON: Author.
- Canadian Heritage, Government of Canada (1999). *Around the world in two languages*.

- Retrieved from [http://www.pch.gc.ca/progs/lo\\_ol/pubs/mythes/English/abc.html](http://www.pch.gc.ca/progs/lo_ol/pubs/mythes/English/abc.html)
- Canadian Heritage and Official Languages. (2013). *Education, immigration, communities: Roadmap for Canada's official languages 2013-2018*. Retrieved from [http://www.pch.gc.ca/DAMAssetPub/DAM-secLo-olSec/STAGING/texte-text/roadmap2013-2018\\_1364313629232\\_eng.pdf?WT.contentAuthority=11.0](http://www.pch.gc.ca/DAMAssetPub/DAM-secLo-olSec/STAGING/texte-text/roadmap2013-2018_1364313629232_eng.pdf?WT.contentAuthority=11.0)
- Canadian Parents for French. (2003). *Chapter manual*. Retrieved from <http://www.cpf.nfld.net/PDF%20Files/chaptermanual.pdf>
- Canadian Parents for French. (2004). *Provincial and national French second-language education stakeholder consultations*. Saskatchewan: Canadian Parents for French. Retrieved from [http://cpf.ca/en/files/FSL-Consultation-Report\\_SK.pdf](http://cpf.ca/en/files/FSL-Consultation-Report_SK.pdf)
- Canadian Parents for French. (2004). *The state of French second language education in Canada*. Canada.
- Canadian Parents for French. (2005). *The state of French second language education in Canada 2005*. Ottawa, Ontario, Canada.
- Canadian Parents for French. (2006). *The state of French second language education in Canada 2006*. Ottawa, Ontario, Canada.
- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. New York, NY: Oxford University Press.
- Canagarajah, A. S. (2005). *Reclaiming the local in language policy and practice*. New York, NY: Routledge.
- Cardozo, R. N. (1965). An Experimental study of consumer effort, expectation, and satisfaction. *Journal of Marketing Research*, 2, 244–249.

- Carr, W. (2007). *ESOL testing of intensive French students*. Unpublished doctoral dissertation, Simon Fraser University, Surrey, British Columbia.
- Center for Applied Linguistics. (2011). *Directory of foreign language immersion programs in U.S. schools*. Retrieved from <http://www.cal.org/resources/immersion/>.
- Charmaz, K. (2001). Grounded theory. In R. M. Emerson (ed.), *Contemporary field research: Perspectives and formulations* (2<sup>nd</sup> ed.) (pp. 335–52). Prospect Heights, IL: Waveland Press.
- Cheng, Y. C. & Tam, M. M. (1997). Multi-models of quality in education. *Quality Assurance in Education*, 5, pp. 22–31.
- Chevrier, M. (2003). *A language policy for a language in exile*. In Larrivée (Ed.), *Linguistic conflict and language laws: Understanding the Québec question* (pp.87-117). New York, NY: Palgrave Macmillan.
- Clift, D. (1987). Towards the larger community. *Language and Society: The immersion phenomenon*, 12, 68–71.
- Collinson, V. (1989). Future trends and challenges in French immersion. *The Canadian Modern Language Review*, 45(3), 561–566.
- Conrad, M., & Finkel, A. (2002). *Canada: A national history*. Toronto, CA: Longman.
- Conrad, M. & Finkel, A. (2008). *Nation and society: Readings in post-confederation Canadian history*, 2, Toronto, CA: Pearson Longman.
- Cooper, R. (1989). *Language planning and social change*. Cambridge, England: Cambridge University Press.
- Cox, J. (1996). *Your opinion please: How to build the best questionnaires in the field of Education*. Thousand Oaks, CA: Sage.
- Cox, J. & Cox, K. B. (2008). *Your opinion please: How to build the best questionnaires in the*

- field of Education*. Thousand Oaks, CA: Sage.
- Creighton, D. (1970). *Canada's first century, 1867–1967*. Toronto, CA: Macmillan of Canada.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches set* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Creswell, J. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill/Pearson Education.
- Creswell, J. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Creswell, J., & Garrett, A. (2008). The movement of mixed methods research and the role of educators. *South African Journal of Education*, 28 (3), 321–333.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Islands, CA: Sage.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M., and Hanson, W. (2003). Advanced mixed methods research designs. In *Handbook on mixed methods in the behavioral and social sciences*, A. Tashakkori and C. Teddlie, 209–40. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Tashakkori, A. (2007). Developing publishable mixed methods Manuscripts

- [Editorial]. *Journal of Mixed Methods Research*, 1(2), 107–111.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of educational research*, 49(2), 222–251.
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, UK: Multilingual Matters.
- Cummins, J. (2014a). Rethinking pedagogical assumptions in Canadian French immersion programs. *Journal of Immersion and Content-Based Language Education*, 2(1), 3–22.
- Cummins, J. (2014b). To what extent are Canadian second language policies evidence-based? Reflections on the intersections of research and policy. *Frontiers in Psychology*. 5(358), 110. doi: 10.3389/fpsyg.2014.00358.
- Cummins, J., & Swain, M. (2014). *Bilingualism in education: Aspects of theory, research and practice*. New York, NY: Routledge.
- Darling-Hammond, L. (1993). Reframing the school reform agenda: Developing capacity for school transformation. *Phi Delta Kappan*, 74, 735–761.
- Day, E. M., & Shapson, S. M. (1996). *Studies in immersion education*. Clevedon, UK: Multilingual Matters.
- Dawes, J. G. (2008). Do data characteristics change according to the number of scale points used? An experiment using 5 point, 7 point and 10 point scales. *International journal of market research*, 51(1).
- Delta School District, (1992). *Teacher as researcher: A retention and transfer study of Delta's immersion programs*. Delta, BC: Interim report.
- Denis, W. B. (2006). Francophone education in Saskatchewan: Resisting Anglo-hegemony. *The History of Education in Saskatchewan*, 47, 87–107.



- Denzin, N. K., & Lincoln, Y. S. (2000). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2<sup>nd</sup> ed., pp. 1–28). Thousand Oaks, CA: Sage.
- DiMartino, J., & Miles, S. (2004). Equity in the classroom. *Principal Leadership*, 5(4), 44-48.
- Retrieved from  
<http://cyber.usask.ca/login?url=http://search.proquest.com/docview/233343302?accountid=14739>
- Dion, S. (2003). *The Next Act: Momentum for Canada's Linguistic Duality. The Action Plan for Official Languages*. Retrieved from  
<http://www.pco-bcp.gc.ca/aia/default.asp?Language=E&Page=ActionPlan&doc=ActionPlan.html>.
- Dogancay-Aktuna, S. (1997). Language Planning. In N. H. Hornberger and D. Corson (eds.), *Encyclopedia of Language and Education: Research Methods in Language and Education*, Volume 8, pp. (15-24). Netherlands: Kluwer Academic Publishers.
- Doyle, G. (2005). *French immersion in Canada*. Retrieved from  
[http://hrsbstaff.ednet.ns.ca/gdoyle1/secondarypage/french\\_immersion\\_in\\_canada.htm](http://hrsbstaff.ednet.ns.ca/gdoyle1/secondarypage/french_immersion_in_canada.htm)
- Dubé, S. L. (1993). *French immersion withdrawal: Parental perspectives*. Unpublished Masters Thesis. University of Alberta.
- Dunn, S. G. (2005). *Philosophical foundations of education: Connecting philosophy to theory and practice*. Upper Saddle River, NJ: Pearson Education.
- Dunn, W. N. (1981). *Public policy analysis: An introduction*. Englewood Cliffs, NJ: Prentice-Hall.
- Earthman, G. I. (2002). School facility conditions and student academic achievement. *UCLA's*

*Institute for Democracy, Education, & Access.*

Education Act. (1995). *Indian and Métis education policy from kindergarten to grade 12.*

Regina, SK.

Edwards, H. P. & Casserly, M, C. (1976). *Research and evaluation of second language (French) programs in the schools of the Ottawa Roman Catholic Separate School Board* (annual reports 1971-1972 and 1972-1973). Ministry of education, Toronto, ON: The University of Ottawa Press.

Elliott, K. M. & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept, *Journal of Higher Education Policy and Management*, 24(2), 197–209. doi:10.1080/1360080022000013518

Ellis, R. (2015). *Understanding Second Language Acquisition 2nd Edition-Oxford Applied Linguistics*. Oxford university press.

Encyclopedia of Saskatchewan. (n.d.). *French Immersion Education*. Retrieved from [http://esask.uregina.ca/entry/french\\_immersion\\_education.html](http://esask.uregina.ca/entry/french_immersion_education.html)

Erwin, T. D. (1991). Assessing student learning and development: A guide to the principles, goals, and methods of determining college outcomes. San Francisco, CA: Jossey-Bass.

Ferguson, G. (2006). *Language planning and education*. New York, NY: Oxford University Press.

Ferguson, R.F. (1991). Paying for public education: New evidence on how and why money matters. *Harvard Journal on Legislation*, 28,2, 465–498.

Fishman, J. A. (1974). *Advances in language planning*. Berlin, Germany: Mouton de Gruyter.

Francis, R. D., Jones, R., & Smith, D. B. (2000). *Origins: Canadian history to Confederation* (4th. ed). Toronto, CA: Harcourt Canada.

- Francis, R. D., Jones, R., & Smith, D. B. (2004). *Destinies: Canadian history since Confederation* (5th ed.). Canada: Thomson Nelson.
- Francophone [Def.] (n.d.). In *Merriam Webster Online*, Retrieved from <https://www.merriam-webster.com/dictionary/francophone>
- Fraser, B. J. (1994). Research on classroom and school climate, in: D. Gabel (Ed.) *Handbook of Research on Science Teaching and Learning*, 493–541.
- Fraser, W., & Fox, J. (2007). *Working for bi-directional washback: Tapping the potential of learner perception and classroom practice to improve test quality*. In H. McGarrell (Ed.), *Teacher Research Series, Vol. 3, Language Teacher*. Research in the Americas (pp. 69–82). Washington, DC: TESOL Publications.
- Freed, B. F. (1998). An overview of issues and research in language learning in a study abroad setting, *Frontiers*, 4, 31–60.
- Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Boston, MA: Pitman.
- Friesen, G. (1990). *The Canadian prairies: A history*. Toronto, Canada: University of Toronto Press.
- Friesen, J. (2013). French immersion enrolment skyrockets as a new linguistic category emerges. *The Globe and Mail*. Retrieved from <http://www.theglobeandmail.com/news/national/education/french-immersion-enrolment-skyrockets-as-a-new-linguistic-category-emerges/article7935100/?page=all>
- Gall, M., Gall, J., & Borg, W. R. (2003). *Educational research: An introduction* (7<sup>th</sup> ed.). Boston, MA: Pearson Education.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8<sup>th</sup> ed.). Boston, MA: Pearson Education.

Gall, M. D., Gall, J. P., & Borg, W. R. (2010). *Applying educational research* (6<sup>th</sup> ed.). Boston, MA: Pearson Education.

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*. Retrieved from [https://scholar.google.ca/scholar?hl=en&q=gardner+and+lambert%2C+1972&btnG=&as\\_sdt=1%2C5&as\\_sdtp=](https://scholar.google.ca/scholar?hl=en&q=gardner+and+lambert%2C+1972&btnG=&as_sdt=1%2C5&as_sdtp=)

Gasson, S. (2004). Rigor in grounded theory research: An interpretive perspective on generating theory from qualitative field studies. In M. E. Whitman & A. B. Woszczyński (Eds.), *The handbook of information systems research* (pp. 79–102). Hershey, PA: Idea Group.

Genesee, F. (1976). The role of intelligence in second language learning. *Language Learning*, 26, 267–280. doi: 10.1111/j.1467-1770.1976.tb00277.x

Genesee, F. (1978). Scholastic effects of French immersion: An overview after ten years. *Interchange*, 9(4), 20–29.

Genesee, F. (1983). Bilingual education of majority language children: The immersion experiments in review. *Applied Psycholinguistics*, 4, 1–46.

Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Newbury house publishers.

Genesee, F. (2004). What do we know about bilingual education for majority language students. *Handbook of bilingualism and multiculturalism*, 547–576.

Genesee, F. (2007). French immersion and at-risk students: A review of research evidence. *The Canadian Modern Language Review*, 63(5), 655–688.

Genesee, F., & Jared, D. (2008). Literacy development in early French immersion programs.

- Canadian Psychology/Psychologie canadienne*, 49, 140–147. doi: 10.1037/0708-5591.49.2.140.
- Germain, C., Lightbown, P., Netten, J., & Spada, N. (2004). Intensive French and intensive English: Similarities and differences. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 60(3), 409–430.
- Germain, C., & Netten, J. (2004). Etude qualitative du regime pedagogique du francais intensif. *The Canadian Modern Language Review*, 60(3), 393–408.
- Germain, C., Netten, J., & Movassat, P. (2004). L'évaluation de la production orale en français intensif : critères et résultats. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 60(3), 309–332.
- Germain, C., Netten, J., & Séguin, S.P. (2004). L'évaluation de la production écrite en français intensif : critères et résultats. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 60(3), 333–353.
- Gibson, J., (1984). For my kids, it's French without tears. *Language and Society: The Immersion Phenomenon*, 12, 8–10.
- Government of Canada. (2003). *The next act: New momentum for Canada's linguistic duality—the action plan for official languages*. Retrieved from [http://www.pco-bcp.gc.ca/olo/docs/Action/ActionPlan\\_e.pdf](http://www.pco-bcp.gc.ca/olo/docs/Action/ActionPlan_e.pdf)
- Government of Saskatchewan. (2002). *Provincial response: Role of the school task force final report*. Regina, SK.
- Granena, G. (2012). *Age differences and cognitive aptitudes for implicit and explicit learning in ultimate second language attainment* (Doctoral dissertation). University of Maryland, United States.

- Greene, J. (2006). Towards a methodology of mixed methods social inquiry. *Research in the Schools, 13*(1), 93–99.
- Green, J. C., and V. J. Caracelli, (1997). Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms. In *New directions for evaluation*, American Evaluation Association. San Francisco, CA: Jossey-Bass.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Towards a conceptual framework for mixed-methods evaluation designs. *Educational Evaluation and Policy Analysis, 11*(3), 255–274.
- Guba, E.G. (1984). The effects of definitions of policy on the nature and outcomes of policy analysis. *Educational Leadership, 42*, 63–70.
- Guba, E. G. (1985). What can happen as a result of policy? *Review of Policy Research, 5*(1), 11–16.
- Guba, E.G., & Lincoln, Y.S. (1981). *Effective evaluation*. San Francisco, CA: Jossey-Bass.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage.
- Halsall, N.D. (1992). *Secondary school French immersion study*. Nepean, ON: Carleton Board of Education.
- Halsall, N.D. (1994). Attrition/retention of students in French immersion with particular emphasis on secondary school. *The Canadian Modern Language Review, 50*(2), 312–345.
- Hansen, L. B., Morales, J., Macizo, P., Duñabeitia, J. A., Saldaña, D., Carreiras, M., & Bajo, M. T. (2017). Reading comprehension and immersion schooling: evidence from component skills. *Developmental Science, 20*(1).
- Hanson, W. E., Creswell, J. W., Plano Clark, V. L., Petska, K. P., & Creswell, J. D. (2005).

- Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology* 52(2), 224–35.
- Hunt, C. N., Ashman, G., & Short, M. (2016). Early French Immersion in British Columbia. In *What is Next in Educational Research?* (pp. 79–91). SensePublishers.
- Harcourt, D., & Conroy, H. (2005). Informed assent: Ethics and processes when researching with young children. *Early Child Development and Care*, 175(6), 567–577.
- Hart, D., Lapkin, S., & Swain, M. (1998a). Characteristics of the bilingual private sector job market with special reference to French immersion graduates: Exploratory studies. In S. Lapkin (Ed.), *French second language education in Canada: Empirical studies* (pp. 56–85). Toronto CA: University of Toronto Press.
- Hart, D., Lapkin, S.A., & Swain, M. (1988b). *Early and middle immersion programs: Linguistic outcomes and social character*. Toronto, ON: Modern Language Centre, Ontario Institute for Studies in Education.
- Hatch, J. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York.
- Haugen, E. (1966). Linguistics and language planning. *Sociolinguistics*, 50–71.
- Haugen, E. (1983). The implementation of corpus planning: Theory and practice. *Progress in Language Planning: International Perspectives*, 269–290.
- Hayday, M. (2005). *Bilingual today, united tomorrow: Official languages in education and Canadian federalism*. Canada, Québec: McGill-Queen's Press-MQUP.
- Heiserman, J. A. (2013). *An examination of student satisfaction at a private, highly selective university* ((Doctoral dissertation). Retrieved from <http://cyber.usask.ca/login?url=http://search.proquest.com/docview/1513243765?account>

- Heller, M. (1990). French immersion in Canada: A model for Switzerland? *Multilingua-Journal of Cross-Cultural and Interlanguage Communication*, 9(1), 67–86.
- Heller, M. (1999). Heated language in a cold climate. In J. Blommaert (Ed.), *Language ideological debates* (pp. 143–170). Berlin, Germany: Mouton de Gruyter.
- Hoelscher, D. M., Day, R. S., Kelder, S. H., & Ward, J. L. (2003). Reproducibility and validity of the secondary level School-Based Nutrition Monitoring student questionnaire. *Journal of the American Dietetic Association*, 103(2), 186–194.
- Hornberguer, N. (1994). Literacy and Language Planning. *Lanaguage in Education*, 8, 75–86.
- Hornberguer, N. (1997). *Indigenous Literacies in the Americas: Language Planning from the Bottom up*. Berlin: Mouton de Gruyter.
- Hornberger, N. H., & Johnson, D. C. (2014). The Ethnography of Language Policy. *Ethnography and Language Policy*, 273–289.
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential Explanatory design: From theory to practice. *Field Methods*, 18(1), 3–20.
- Jared, D., Cormier, P., Levy, B. A., & Wade-Woolley, L. (2011). Early predictors of biliteracy development in children in French immersion: A 4-year longitudinal study. *Journal of educational psychology*, 103(1), 119.
- Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24, 602–611.
- Joy, R. J. (1992). *Canada's official languages: The progress of bilingualism*. Toronto, Canada: University of Toronto Press.
- Johnson, B., Stevens, J. J., & Zvoch, K. (2007). Teachers Perceptions of School Climate: A



- Validity Study of Scores From the Revised School Level Environment Questionnaire.  
*Educational and psychological measurement.*
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Towards a definition of mixed methods research, *Journal of Mixed Methods research*, 1(2), 112–133.
- Johnson, R. B., & Turner, L. A. (2003). Data collection strategies in mixed methods research. In Tashakkori & C. Teddlie (Eds.). *Handbook of mixed methods in social and behavioural research*(pp. 297–319. Thousand Oaks, CA: Sage.
- Julien, R. (1993). The quest for all-French school in Alberta: A Quixotic struggle? *Canadian Ethnic Studies*, 25(1), 25–49.
- Kelly, A. V. (2009). *The curriculum: Theory and practice* (6<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Kotler, P. & Fox, K. F. (1995). *Strategic marketing for educational institutions*. Englewood Cliffs, NJ: Prentice Hall.
- Kristmanson, P., Cogswell, R., & Campbell, M. (2003). Bienvenue dans file: A New Brunswick intensive core French curriculum development project. Retrieved From [http://www.unb.ca/slec/hot\\_topics/documents/IF\\_in\\_NB\\_article.pdf](http://www.unb.ca/slec/hot_topics/documents/IF_in_NB_article.pdf)
- Kristmanson, P. (2006). *Beyond time on task in second language teaching and learning: A case study of cognitive processing in Intensive French*. Unpublished doctoral dissertation, University of New Brunswick.
- Kutsyruba, B., Burgess, D., Walker, K., & Donlevy, J. K. (2013). *A guide to Ontario school law*. Saskatoon, SK: Turning Point Global.
- Lambert, W. E., & Tucker, G.R. (1972). *Bilingual education of children: The St. Lambert*

- experiment*. Rowley, Mass: Newbury Press.
- Lamy, P. (1976). Language planning and language use: Canada's national capital area. *American Review of Canadian Studies*, 6(2), 74–87. doi:10.1080/02722017609481032
- Lapkin, S., Swain, M., & Shapson, S. (1990). French immersion research agenda for the 90s. *The Canadian Modern Language Review*, 46(4), 639–656.
- Lazaruk, W. A. (2007). Linguistic, academic, and cognitive benefits of French immersion. *The Canadian Modern Language Review*, 63(5), 605–627. doi:10.1353/cml.2008.0006.
- Leblanc, R. (1990). *National core French study: Synthesis report*. Ottawa, Ontario, Canada: The Canadian Association of Second Language Teachers.
- Lee Y., & Greene, G. J. (2007). The predictive validity of an ESL placement test: A mixed methods approach. *Journal of Mixed Methods*, 1(4), 366–389.
- Lepage, J. F., & Corbeil, J. P. (2011). *The evolution of English–French bilingualism in Canada from 1961 to 2011: Insights on Canadian Society*. Statistics Canada, Government of Canada. Retrieved from <http://www.statcan.gc.ca/pub/75-006-x/2013001/article/11795-eng>
- Lewis, C. (1986). *Secondary French immersion: A comparison of those students who leave the program and those who stay* (Unpublished Master of Arts manuscript). Simon Fraser University, Burnaby, B.C.
- Lin, A. M., & Martin, P. W. (2005). *Decolonisation, globalisation: Language-in-education policy and practice*. Clevedon, UK: Multilingual Matters Ltd.
- Lincoln, Y. S. (1995). *Emerging criteria for quality in qualitative and interpretive research*. Keynote address presented at the annual meeting of the American Educational Research Association, San Francisco, C.A.

- Lincoln, Y. S., & Guba, E. G. (1986). Research, evaluation, and policy analysis: Heuristics for disciplined inquiry. *Policy Studies Review*, 5(3), 546–565.
- Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (2nd ed., pp. 163–188). Beverly Hills, CA: Sage.
- Llinares, A., & Lyster, R. (2014). The influence of context on patterns of corrective feedback and learner uptake: A comparison of CLIL and immersion classrooms. *The Language Learning Journal*, 42(2), 181–194.
- Low, L. (2000). Are college students satisfied? A national analysis of changing expectations. *The USA Group Foundation New Agenda Series*, 2(1). Indianapolis, IN: USA Group Foundation.
- Luo, L., Craik, F. I. M., Moreno, S., & Bialystok, E. (2013). Bilingualism interacts with domain in a working memory task: Evidence from aging. *Psychology and Aging*, 28, 28–34.  
<http://dx.doi.org/10.1037/a0030875>
- Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach* (Vol. 18). Philadelphia, PA: John Benjamins Publishing.
- MacCoubrey, S.J., Wade-Woolley, L., Klinger, D., & Kirby, J.R. (2004). Early identification of at-risk L2 readers. *Canadian Modern Language Review*, 61(1), 11–29.  
<http://dx.doi.org/10.3138/cmlr.61.1.11>.
- MacMillan, C. M. (2003). Federal language policy in Canada and the Québec challenge. In Larrivée (Ed.), *Linguistic conflict and language laws: Understanding the Québec Question* (pp.87-117). New York, NY: Palgrave Macmillan.
- MacLennan, H., & Kroetsch, R. (1945). *Two solitudes*. Toronto, ON: Collins.

- Macnamara, J. (1973). Nurseries, streets and classrooms. *Modern Language Journal*, 57, 250–254.
- MacKnight, P. (2013). *Effective literacy practices in early French immersion: The development of critical thinking in EFI classrooms* (Unpublished doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Accession Order No. MS00199)
- Mady, C. (2015). Immigrants outperform Canadian-born groups in French immersion: Examining factors that influence their achievement. *International Journal of Multilingualism*, 12(3), 298–311.
- Mady, C., & Arnett, K. (2009). Inclusion in French immersion in Canada: One parent's perspective. *Exceptionality Education International*, 19, 37–49.
- Magnet, J. E. (1995). *Official languages of Canada*. Cowansville, Québec: Les Editions Yvon Blais Inc.
- Manitoba Office of the Auditor General. (2003). *A guide to policy development*. Office of the Auditor General, Manitoba. Retrieved from <http://www.oag.mb.ca/wp-content/uploads/2011/06/PolicyDevelopmentGuide.pdf>
- Mannavarayan, J. (2002). *The French immersion debate: French for all or all for French?* Calgary, AB: Detselig Enterprises Limited.
- Marchand, J. P. (1997). *Conspiration: Les Anglophones veulent-ils éliminer le français du Canada?* Montreal, CA: Stanké.
- Makropoulos, J. (2005). *A case study of French immersion stayers in an Ottawa high school: Cultural capital, investment, and identification to French*. In J. Cohen, K. T. McAlister, K. Rolstad, & J. MacSwan (Eds.), *Proceedings of the 4th international symposium of*

- bilingualism* (pp. 1446-1461). Somerville, MA: Cascadilla Press. Retrieved from:  
<http://www.lingref.com/isb/4/114ISB4.PDF>
- May, S. (2006). Language policy and minority rights. In T. Ricento (ed.), *An Introduction to Language Policy: Theory and Method*, (pp. 255–272). Malden, MA: Blackwell Publishing Co.
- Mayan, M. J. (2001). An introduction to qualitative methods: A training module for students and professionals. *International Institute for Qualitative Methodology*, University of Alberta.
- McCarty, T. (2002). Between Possibility and Constraint: Indigenous Language Education, Planning, and Policy in United States. In J. Tollefson (ed), *Language policies in education: Critical issues*, (pp. 285–307). Mahwah, NJ: Lawrence Erlbaum.
- McGillivray, W. R., (1984). School systems make it work. *Language and Society: The Immersion Phenomenon*, 12, 26–29.
- McLaughlin, B. (1987). Reading in a second language: Studies with adult and child learners. *Becoming literate in English as a second language*, 57–70.
- McMillan, J. H. (2000). Educational research: Fundamentals for the consumer (3rd ed.). New York, NY: Addison Wesley Longman.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education: Revised and expanded from case study research in education*. San Francisco, CA: Jossey-Bass.
- Merriam, S., (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.
- Miller, R. (2003). *Student satisfaction and institutional success*. Paper presented at the 43rd

- annual AIR Forum, Tampa, Fla.
- Ministère de l'éducation de la Saskatchewan. (2008). *Programme d'études Français en immersion*. Retrieved from <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=fr>
- Ministry of Education. (2001). *The Ontario Curriculum. French as a Second Language*. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl.html>
- Moore, C. (1997). *1867 How the fathers made a deal*. Toronto, CA: McLelland & Stewart Inc.
- Morisson, F. (1989). Transferring from the French immersion to the English program. *Contact*, 8(2), 3–5.
- Morisson, F., Paw ley, C., & Bonyun, R. (1979). *Reasons for student transfer from late entry immersion and high school bilingual programs: Grades 9 and 12, Ottawa and Carleton*. Ottawa Research Centre, Ottawa Board of Education.
- Morgan, G. (1998). *Focus groups as qualitative research*. London, UK: Sage.
- Morgan, D. (2007). Paradigms lost and pragmatism regained: Methodological implication of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48–76.
- Morris M. W., Leung, K., Ames, D., & Lickel, B. (1999). Views from inside and outside: Integrating emic and etic insights about culture and justice judgment. *The Academy of Management Review*, 24(4), 781–796. Retrieved from <http://www.jstor.org/stable/259354>
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counselling psychology. *American Psychological Association*. 52(2), 250–260. doi: 10.1037/0022-0167.52.2.250
- Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation.

- Nursing Research*, 40,120–23.
- Morton, W. L. (1970). *The kingdom of Canada: A general history from earliest times* (2nd ed.). Toronto, CA: McClelland and Stewart Limited.
- Netten, J., & Germain, C. (2004). Theoretical and research foundations of intensive French. *The Canadian Modern Language Review*, 60(3), 275–294. doi: 10.3138/cmlr.60.3.275
- Newton, P., Burgess, D., & Robinson, S. (2007). Policy narrative for Saskatchewan. In A. S. Chan, D. Fisher, & K. Rubenson (Eds), *The evolution of professionalism: Educational policy in the provinces and territories of Canada* (pp. 49–64). Vancouver, BC: University of British Columbia Centre for Policy Studies in Higher Education and Training.
- Noel-Levitz, Inc. (2004). *About the student satisfaction inventory*. Iowa City, IA: Author.
- Noel-Levitz, Inc. (2009). *How to assess student satisfaction and priorities*. Iowa City, IA: Author.
- Noel-Levitz, Inc. (2009). *Student satisfaction inventory reliability and validity*. Iowa City, IA: Author.
- Noel-Levitz, Inc. (2010). *Student satisfaction inventory: 12 scales*. Iowa City, IA: Author.
- Noel-Levitz, Inc. (2011). *When do students leave?* [Web log post]. Retrieved from <http://blog.noellevitz.com/2011/02/22/when-students-leavecollege/>
- Noel-Levitz, Inc. (2011). *2011 Research report on national student satisfaction and priorities 15-year trends: Four-year private colleges and universities*. Coralville, IA: Author.
- Noel-Levitz, Inc. (2012). *Why use the student satisfaction survey?* Coralville, IA: Author.
- Noel-Levitz, Inc. (2012). *2012 National research report on quality service*. Coralville, IA: Author.
- Noel-Levitz, Inc. (2012). *Three things you must do with your satisfaction assessment data*

- [PowerPoint slides]. Retrieved from <http://www.noellevitz.com>
- Noel-Levitz, Inc. (2013). *Student satisfaction inventory™: (SSI): Strengthen the quality of the student experience through precise, comprehensive satisfaction assessment*. Coralville, IA: Author.
- Noel-Levitz, Inc. (2013). *Noel-Levitz satisfaction-priorities surveys interpretive guide*. Coralville, IA: Author.
- Noel-Levitz, Inc. (2015). *2015-16 Satisfaction-priorities surveys interpretive guide*. Coralville, IA: Author. Retrieved from [https://www.ruffalonl.com/upload/Student\\_Retention/SSI/GENERAL%20Interpretive%20Guide%202015\\_16.pdf](https://www.ruffalonl.com/upload/Student_Retention/SSI/GENERAL%20Interpretive%20Guide%202015_16.pdf)
- Obadia, A. A., (1984). The teachers, key to the success stories. *Language and Society: The immersion Phenomenon*, 12, 15–19.
- Olivert, R. L. & DeSarbo, W. S. (1989). Processing of the satisfaction response in consumption: A suggested framework and research proposition, *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, 2, 1–16.
- Ontario Ministry of Education. (1999). *The Ontario curriculum Grades 9 and 10: French as a second language—core, extended and immersion French*. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl910curr.pdf>
- Ontario Ministry of Education. (2001). *The Ontario Curriculum. French as a Second Language*. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl.html>
- Onwuegbuzie, A. J., & Leech, N. L. (2005). On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies. *International Journal Social Research Methodology*, 8(5), 375–387.



- Parkin, M., Morisson, F., & Watkin, F. (1987). *French immersion research relevant to decisions in Ontario*. Toronto, ON: Queen's Printer, Ontario Institute for Studies in Education.
- Patterson, P. G., Johnson, L. W., Spreng, R. A. (1997). Modeling the determinants of customer satisfaction for business-to-business professional services, *Journal of Academy of the Marketing Science*, 4–17.
- Patton, M. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage.
- Peal, E., & Lambert, W. E. (1962). The relation of bilingualism to intelligence. *Psychological Monographs: general and applied*, 76(27), 1.
- Penfield, W. and Roberts, L. 1959. *Speech and brain mechanisms*. Princeton, NJ: Princeton University Press.
- Pennycook, A. (1994). *The cultural politics of English as an international language*. New York, NY: Routledge.
- Pennycook, A. (2000). English, politics, ideology: From colonial celebration to postcolonial performativity. *Ideology, Politics and Language Policies: Focus on English*, 6, 107–119.
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. New York, NY: Routledge.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford, UK: Oxford University Press.
- Phillipson, R., & Skutnabb-Kangas, T. (1996). English only worldwide or language ecology? *TESOL Quarterly*, 30(3), 429–452. Retrieved from <http://www.jstor.org/stable/3587692>
- Porter, R. P. (1990). *Forked tongue: The politics of bilingual education*. New York, NY: Basic Books.
- Quiring, S. G. (2008). *Challenging the French immersion orthodoxy: Students stories and*

- counterstories*. (Doctoral dissertation). University of Saskatchewan (Canada). Retrieved from [http://ecommons.usask.ca/bitstream/handle/10388/etd-03202008-214307/quiring\\_s.pdf](http://ecommons.usask.ca/bitstream/handle/10388/etd-03202008-214307/quiring_s.pdf)
- Ramanathan, V. (2005). *The English-vernacular divide: Postcolonial language politics and practice*. Clevedon, UK: Multilingual Matters.
- Rebuffot, J. (1993). *Le Point sur L'immersion au Canada (The Argument for... Immersion in Canada)*.
- Rehner, K., & Mougeon, R. (2003). The effect of educational input on the development of sociolinguistic competence by French immersion students: The case of expressions of consequence in spoken French. *The Journal of Educational thought* 37(3), 259–281.
- Ricento, T. (2000). Historical and theoretical perspectives in language policy and planning. *Journal of Sociolinguistics*, 4(2), 196–213. doi: 10.1111/1467-9481.00111
- Rilke, R. M. (1904). The Lay of the Love and Death of Cornet Christoph Rilke (S. Mitchell, trans.). *Saint Paul: Graywolf*.
- Robinson, V. M., Hohepa, M., & Lloyd, C. (2007). *School leadership and student outcomes: Identifying what works and why* (Vol. 41). Melbourne: Australian Council for Educational Leaders.
- Rossman, G. B., & B. L. Wilson. (1985). Number and words: Combining quantitative and qualitative methods in a single large-scale evaluation study. *Evaluation Review* 9(5), 627–43.
- Ruiz, R. (1984). Orientations in Language Planning. *NABE Journal*, 8, 10–14.
- Safty, A. (1992). French immersion: Bilingual education and unilingual administration. *Interchange*, 23(4), 389–405.
- Saldaña, J. (2013). *The coding manual for qualitative researchers* (2<sup>nd</sup> ed.). Thousand Oaks, CA:

Sage.

Sanders, W.L. & Rivers, J.C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville: University of Tennessee Value-Added Research and Assessment Center.

Saskatchewan Education. (1984). *Directions*. Regina, SK.

Saskatchewan Education. (1987). *Core curriculum plans for implementation*. Regina, SK.

Saskatchewan Education. (2000). *Directions for diversity: Enhancing supports to children and youth with diverse needs: Final report of the Saskatchewan Special Education Review Committee*. Regina, SK: The Author: Saskatchewan Learning.

Saskatchewan Learning. (2003). *Saskatchewan education indicators 2002*. Regina, SK.

Saskatchewan Learning. (2004). *Welcome to the Official Minority Language Office*. Regina, SK.

Retrieved July 15, 2004 from <http://www.sasked.gov.sk.ca/branches/omlo/index.shtml>

Saskatchewan Learning. (2005). *Handbook for Administrators French Second Language Programs. French Education and Languages Branch*. Retrieved from [http://www.education.gov.sk.ca/handbook\\_admin](http://www.education.gov.sk.ca/handbook_admin)

Saskatchewan Ministry of Education. (2009). *Personal Program Plans (PPP) Guidelines*. Retrieved from <http://www.education.gov.sk.ca/ELCC/pppguidelines>

Saskatchewan Ministry of Education. (2010). *2010 Saskatchewan Education Indicators Report: Prekindergarten to Grade 12*. Retrieved from <http://library2.usask.ca/gp/sk/ae/eEDUCATION-INDICATORS-REPORT-2010.pdf>

Saskatchewan Ministry of Education. (2015). *Handbook for Leaders of French as a Second Language (FSL) Programs*. Saskatoon, SK.

- Saskatchewan Teachers Federation. (2001). *Response to the task force and public dialogue on the role of the school report*. Saskatoon, SK.
- Schreiner, L. (2009). *Linking student satisfaction and retention*. Coralville, IA: Noel-Levitz.
- Schreiner, L.A., & Juillerat, S.L. (1994). *The student satisfaction inventory*. Iowa City, IA: Noel-Levitz.
- Schroeder, C. (2005). *How to generate purposeful change on your campus: A realistic approach to institutional assessment*. Iowa City: Noel-Levitz.
- Schuh, J., & Upcraft, M. (2001). Needs assessment and program evaluation. *The Professional Student Affairs Administrator: Educator, Leader and Manager*, 341.
- Sevier, R. A. (1996). Those important things: What every college president needs to know about marketing and student recruiting, *College & University*, 9–16.
- Shope, J. H. (2006). “You can’t cross a river without getting wet.” A feminist standpoint on the dilemmas of cross-cultural research. *Qualitative Inquiry*, 12(1), 163–184.
- Singh, R. (1986). Immersion: Problems and principles. *The Canadian Modern Language Review*, 42(3), 559–571.
- Single, E., Kandel, D., & Johnson, B. D. (1975). The reliability and validity of drug use responses in a large scale longitudinal survey. *Journal of Drug Issues*. 5(4), 426–443.
- Singleton, D. M. (1999). *Exploring the second language mental lexicon*. Ernst Klett Sprachen.
- Smith, D. (1998). *Beyond two solitudes*. Halifax, Nova Scotia, Canada: Femwood.
- Snow, M. A., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL Quarterly*, 23(2), 201–217.
- Spicer, K. (2004). *Life sentences: Memoirs of an incorrigible Canadian*. Toronto, Ontario,

- Canada: McClelland and Stewart.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stake, R. E. (2005). Qualitative case studies. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3<sup>rd</sup> ed., pp.443–466). Thousand Oaks, CA: Sage.
- Stanley, G. F. (1960). French and English in Western Canada. *Canadian Dualism*.
- Statistics Canada. (2010). *Participation and Activity Limitation Survey 2006: A Profile of Education for Children with Disabilities in Canada*. Ottawa, ON. Catalogue no. 89-628-X no. 004, Charts 7 and 10. Retrieved from <http://www.statcan.gc.ca/pub/89-628-x/89-628-x2008004-eng.htm>
- Statistic Canada. (2014). *Elementary–Secondary Education Survey for Canada, the provinces and territories, 2012/2013*. Retrieved from <http://www.statcan.gc.ca/daily-quotidien/141121/dq141121b-eng.pdf>
- Stebbins, R. A. (2000). *The French enigma: Survival and development in Canada's Francophone societies*. Calgary, CA: Detselig Enterprises Ltd.
- Stern, H. H. (1978). French immersion in Canada: Achievements and directions. *Canadian Modern Language Review*, 34, 836–854.
- Stern, H. H. (1984). The immersion phenomenon. *Language and Society: The Immersion Phenomenon*, 12, 4–6.
- Stern, M. (1991). *The French immersion transfer process: An investigation of children transferring from the French immersion program into the regular English program* (Unpublished doctoral thesis), University of Toronto, ON.
- Stick, S., and N. Ivankova. (2004). Virtual learning: The success of a world-wide asynchronous

- program of distributed doctoral studies. *Online Journal of Distance Learning Administration*, 7(4). Retrieved from <http://www.westga.edu/~distance/jmain11.html>.
- Swain, M. (1997). French immersion programs in Canada. In J. Cummins & D. Corson (Eds.), *Encyclopedia of language and education Vol. 5: Bilingual education* (pp. 261–269). Printed in the Netherlands: Kluwer Academic Publishers.
- Swain, M. (2000). French immersion research in Canada: Recent contributions to SLA and applied linguistics. *Annual Review of Applied Linguistics*, 20, 199–212.
- Swain, M., & Lapkin, S. (1981). *Evaluating bilingual education. A Canadian case study*. Avon, England: Multilingual Matters.
- Talbert, J. E., & McLaughlin, M. W. (1993). Understanding teaching in context. In D. Cohen, M. McLaughlin, & J. Talbert (Eds.), *Teaching for understanding: Challenges for policy and practice* (pp. 167–206). San Francisco, CA: Jossey-Bass
- Tashakkori, A. (2009). Are we there yet? The state of the mixed methods community [Editorial]. *Journal of Mixed Methods Research*, 3(4), 287–291.
- Tashakkori, A., and C. Teddlie. 1998. *Mixed methodology: Combining qualitative and quantitative approaches*. Applied Social Research Methods Series, vol. 46. Thousand Oaks, CA: Sage.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of Mixed Methods Research*. Thousand Oaks, CA: Sage.
- Tedick, D. J., Christian, D., & Fortune, T. W. (Eds.). (2011). Immersion education: Practices, policies, possibilities. *Multilingual Matters*, 83, 12–35.
- The Learning Bar Inc. (2016). *About the Learning Bar*. Canada. Retrieved from <http://thelearningbar.com/about/about-the-learning-bar/>

- Thomas, W. P., & Collier, V. (1997). School Effectiveness for Language Minority Students. *NCBE Resource Collection Series*, No. 9.
- Thompson, C. L., & Zeuli, J. S. (1999). The frame and the tapestry: Standards-based reform and professional development. In L. Darling Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 341–375). San Francisco, CA: Jossey Bass.
- Tollefson, J. (1991). *Planning Language, Planning Inequality: Language Policy in the Community*. New York, NY: Longman.
- Tollefson, J. (2002). *Language Policies in Education: Critical Issues*. Mahwah, NJ: Lawrence Erlbaum.
- Tremaine, R. V. (1975). *Syntax and Piagetian operational thought*. Washington, DC: Georgetown University Press.
- Tucker, G. R. (1999). A global perspective on bilingualism and bilingual education. Retrieved from <http://www.cal.org/resources/digestglobal.html>
- Tulsa Public Schools (2013). *Frequently asked questions about student surveys*. Tulsa, OK. Retrieved from [http://www.tulsaschools.org/7\\_Contact\\_Us/INDEX.asp](http://www.tulsaschools.org/7_Contact_Us/INDEX.asp)
- Turnbull, M., Lapkin, S., Hart, D., & Swain, M. (1998). Time on task and immersion graduates' French proficiency. In S. Lapkin (Ed.), *French second language education in Canada: Empirical studies* (pp.31–55). Toronto: University of Toronto Press.
- Turnbull, M. (2000). Second language education in Canada: A focus on core French in elementary schools. In M. Nidolov & H. Curtain (Eds.), *An early start: Young learners and modern languages in Europe and beyond* (pp. 173–189). Graz, Germany: Council of Europe.

- Turnbull, M., Hart, D., & Lapkin, S. (2003). Grade 6 French immersion students' performance on large-scale reading, writing, and mathematics tests: Building explanations. *Alberta Journal of Educational Research*, 49, 6–23.
- Tymchak, M. (2001). *Task force and public dialogue on the role of the school: School<sup>PLUS</sup>: A vision for children and youth*. Regina, SK: Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina.
- Warren, J. P. (2003). The history of Québec in the perspective of the French language. In Larrivée (Ed.), *Linguistic conflict and language laws: Understanding the Québec question* (pp.87–117). New York, NY: Palgrave Macmillan.
- Webber, J. (1994). *Reimagining Canada: language, culture, community, and the Canadian constitution*. McGill-Queen's Press-MQUP.
- Wesche, M., Morrison, F., Pawley, C., & Ready, D. (1986). *Postsecondary follow-up of former French immersion students in the Ottawa areas: A pilot study*. The Ottawa Board of Education.
- West Vancouver School District (1992). *West Vancouver French immersion parent Survey*. West Vancouver, BC.
- What Kids Can Do, Inc. (2015). *Students as allies in improving their school*. Providence, IR: Next Generation Press. Retrieved from [www.whatkidscando.org](http://www.whatkidscando.org)
- Wiersam, W., Jurs, S. G. (2005). *Research methods in education: An introduction* (8<sup>th</sup> ed.). New York, N.Y.: Pearson Education.
- Wise, N. (2012). Access to special education for exceptional students in French immersion programs: An equity issue. *Canadian Journal of Applied Linguistics/Revue Canadienne de linguistique appliquée*, 14(1), 177–193.



- Wise, N., & Chen, X. (2010). At-risk readers in French immersion: Early identification and early intervention. *Canadian Journal of Applied Linguistics*, 13(2), 128–149.
- Wortham, S. E. F., & Rymes, B. (2003). *Linguistic anthropology of education*. Westport, CT: Praeger.
- Yin, R. K. (1989). *Case study research: Design and methods*. Newbury Park, CA: Sage.
- Yin, R. K. (2012). *Application of case study research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Yin, R. K. (2014). *Case study research: Design and methods* (5<sup>th</sup> ed.). Los Angeles, CA: Sag

## Appendix A: SSI

Each item below describes an expectation about *your* experiences in this school.  
*On the right*, tell us how important it is for your school to meet this expectation.  
*On the left*, tell us how satisfied you are that your school has met this expectation.

My level of satisfaction...					...Importance to me					
1. Not satisfied at all	2. Not very satisfied	3. No opinion	4. Satisfied	5. Very satisfied		1. Not important at all	2. Not very important	3. No opinion	4. Important	5. Very important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1	I feel that I belong (am accepted and liked) at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	The Principal cares about me as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	Teachers are knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	Teachers are caring and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	The principal is helpful and approachable to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	I feel safe and secure in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7	A variety of extra-curricular activities are offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8	The vice-principals is helpful and approachable to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9	Library staff are helpful and approachable to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	My teachers are concerned about my successes as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11	The quality of instruction I receive in French is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12	Library resources are good for my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13	My teacher helps me set my own learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14	The school is located in my neighbourhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15	The classrooms have good, lighting, heat, air conditioning, and comfortable desks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16	Teachers are fair in their treatment of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17	Computers are available and work well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18	The main office staff are helpful and approachable to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19	Transportation to school is available if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20	It is an enjoyable experience to be a student in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My level of satisfaction...					...Importance to me					
1. Not satisfied at all	2. Not very satisfied	3. No opinion	4. Satisfied	5. Very satisfied		1. Not important at all	2. Not very important	3. No opinion	4. Important	5. Very important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21	The vice-principal is concerned about me as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22	Male and female students have equal opportunities to participate in school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23	The exams, quizzes, and tests help me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24	The school has clear procedures for emergencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25	I am proud of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26	I am able to learn at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27	School rules are reasonable and fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28	There is a commitment to my success in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29	I have lots of opportunities to communicate with members of the French community to help me to become bilingual. (e.g., exchanges, visits to Quebec)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30	The French immersion program is designed to meet my individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31	I feel welcome in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32	I can easily get involved in school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33	Teachers provide timely feedback about my progress in a subject. (e.g., report cards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34	French immersion improves my future job opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35	The school is a comfortable place for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36	Teachers take into consideration student differences as they teach a subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37	My homework assignments are clear and reasonable. (the number and hours spent on homework)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38	When I ask questions of the teachers or principal, they provide helpful answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39	The quality of instruction I receive in my subjects is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40	This school shows concerns for me as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My level of satisfaction...					...Importance to me					
1. Not satisfied at all	2. Not very satisfied	3. No opinion	4. Satisfied	5. Very satisfied		1. Not important at all	2. Not very important	3. No opinion	4. Important	5. Very important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41	Student discipline is fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42	New students are made to feel welcome in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43	My teachers are available after school hours for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44	There is a good number of subject choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45	I am able to express complaints or concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46	There is enough English language instruction for Grade 8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47	My teachers use a variety of teaching techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48	My teachers use French actively in all subjects. (Except English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49	There are people who talk with us about the advantages and disadvantages of staying in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50	I am encouraged to remain in French immersion throughout high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Choose one response for each of the question below.

51. How good has your experience been in this school?

- ☐ 1. Much worse than I expected  
☐ 2. Worse than I expected  
☐ 3. About what I expected  
☐ 4. Better than I expected  
☐ 5. Much better than I expected

52. Rate your overall satisfaction with your experience here.

- ☐ 1. Not satisfied at all  
☐ 2. Not very satisfied  
☐ 3. No opinion  
☐ 4. Satisfied  
☐ 5. Very satisfied

53. All in all, if you had to do over again, would you go to this school?

- ☐ 1. Definitely not  
☐ 2. Probably not  
☐ 3. I don't know  
☐ 4. Probably yes  
☐ 5. Definitely yes

## Appendix B: IPS

Each item below describes an expectation students have for their school experiences.

*On the left*, indicate how important you believe it is that your school is meeting this expectation.

*On the right*, indicate your level of agreement that your school is meeting this expectation.

Level of importance...					...Level of agreement						
1. Not important at all	2. Not very important	3. No opinion	4. Important	5. Very important		1. Strongly disagree	2. Disagree	3. No opinion	4. Agree	5. Strongly agree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1	The principal cares about students as individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	Teachers are knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	Teachers are caring and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	The principal is helpful and approachable to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	The school is safe and secure for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	The vice-principal is helpful and approachable to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7	Teachers are concerned about students' success as individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8	The quality of instruction that students receive in French is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9	Library resources are good for students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	Teachers help students set their own learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11	The classrooms have good space, lighting, heat, air conditioning, and comfortable desks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12	Teachers are fair in their treatment of individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13	Computers are available and work well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14	The main office staff are helpful and approachable to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15	Transportation to school is available if students need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16	The exams, quizzes, and tests help students to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17	The school has clear procedures for emergencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18	Students are able to learn at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19	There is a commitment to students' success in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20	The French immersion program is designed to meet students' individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Level of importance...					...Level of agreement					
1. Not important at all	2. Not very important	3. No opinion	4. Important	5. Very important		1. Strongly disagree	2. Disagree	3. No opinion	4. Agree	5. Strongly agree
○	○	○	○	○	21	Students are made to feel welcome in this school.	○	○	○	○
○	○	○	○	○	22	Teachers provide timely feedback about student progress in a subject. (e.g., report cards)	○	○	○	○
○	○	○	○	○	23	The French immersion improves students' job opportunities.	○	○	○	○
○	○	○	○	○	24	This school has a good reputation among French immersion schools.	○	○	○	○
○	○	○	○	○	25	Teachers take into consideration student differences as they teach a subject.	○	○	○	○
○	○	○	○	○	26	Homework is clear and reasonable. (the number and hours spent on homework)	○	○	○	○
○	○	○	○	○	27	When students ask questions of us, they are provided with helpful answers.	○	○	○	○
○	○	○	○	○	28	The quality of instruction students receive in their subjects is good.	○	○	○	○
○	○	○	○	○	29	This school shows concerns for students as individuals.	○	○	○	○
○	○	○	○	○	30	There is a strong commitment to racial harmony in this school.	○	○	○	○
○	○	○	○	○	31	Student discipline is fair.	○	○	○	○
○	○	○	○	○	32	Teachers are usually available after class hours for help.	○	○	○	○
○	○	○	○	○	33	There is a good number of subject choices for students.	○	○	○	○
○	○	○	○	○	34	Students are able to express complaints or concerns.	○	○	○	○
○	○	○	○	○	35	The extra curricular activities are sufficient.	○	○	○	○
○	○	○	○	○	36	There is enough English language instruction for Grade 8.	○	○	○	○
○	○	○	○	○	37	Teachers use a variety of teaching techniques.	○	○	○	○
○	○	○	○	○	38	Teachers use French actively in all subjects. (Except English)	○	○	○	○
○	○	○	○	○	39	There are people who talk with students about the advantages and disadvantages of staying in the program	○	○	○	○
○	○	○	○	○	40	Students are encouraged to remain in French immersion throughout high school.	○	○	○	○

Each item below describes an expectation students have for their school experiences.  
On the right, indicate your level of agreement that your school is meeting this expectation.

		...Level of agreement				
		1. Strongly disagree	2. Disagree	3. No opinion	4. Agree	5. Strongly agree
41	School's commitment to early-immersion students?	○	○	○	○	○
42	School's commitment to students with disabilities?	○	○	○	○	○
43	School's commitment to late-immersion students?	○	○	○	○	○
44	School's commitment to students whose mother tongue is other than English or French?	○	○	○	○	○
45	School's commitment to Aboriginal students?	○	○	○	○	○

Each item below describes an expectation students have for their school experiences.  
On the right, indicate how important you believe it is that your school is meeting this expectation.

How important do you believe each of the following factors were in our students' decisions to enroll here?

		Level of importance...				
		1. Not important at all	2. Not very important	3. No opinion	4. Important	5. Very important
46	Parents' approval as factor in decision to enroll.	○	○	○	○	○
47	Academic reputation as factor in decision to enroll.	○	○	○	○	○
48	Size of school as factor in decision to enroll.	○	○	○	○	○
49	Opportunity to play sports as factor in decision to enroll.	○	○	○	○	○
50	Recommendation from family/friends as factor in decision to enroll.	○	○	○	○	○
51	School appearance as factor in decision to enroll.	○	○	○	○	○

### Summary Questions

Indicate how you believe students at this school would response to the following questions:

52. So far, how has your school experience met your expectations?

- ☐ 1. Much worse than I expected
- ☐ 2. Worse than I expected
- ☐ 3. About what I expected
- ☐ 4. Better than I expected
- ☐ 5. Much better than I expected

53. Rate your overall satisfaction with your experience here thus far.

- ☐ 1. Not satisfied at all
- ☐ 2. Not very satisfied
- ☐ 3. No opinion
- ☐ 4. Satisfied
- ☐ 5. Very satisfied

54. All in all, if you had to do over again, would you enrol here?

- ☐ 1. Definitely not
- ☐ 2. Probably not
- ☐ 3. I don't know
- ☐ 4. Probably yes
- ☐ 5. Definitely yes

## Appendix C: PSI

Each item below describes an expectation about your *child's experience* with this school. *On the left*, indicate how important you believe it is as a *parent* that this school meets this expectation.

*On the right*, indicate your level of satisfaction as a *parent* that the school is meeting this expectation.

Level of importance...					...Level of satisfaction						
1. Not important at all	2. Not very important	3. No opinion	4. Important	5. Very important		1. Not satisfied at all	2. Not very satisfied	3. No opinion	4. Satisfied	5. Very satisfied	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1	The principal cares about my child as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	Teachers are knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	Teachers are caring and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	The principal is helpful and approachable to my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	The school is safe and secure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	The vice-principal is helpful and approachable to my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7	Teachers are concerned about my child's success as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8	The quality of instruction that my child receives in French is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9	Library resources are good for my child need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10	Teachers help my child set his/her own learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11	The school is located in our neighbourhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12	The classrooms have good space, lighting, heat, air conditioning, and comfortable desks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13	Teachers are fair in their treatment of my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14	Computers are available and work well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15	The main office staff are helpful and approachable to my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16	Transportation to school is available if my child needs it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17	It is an enjoyable experience for my child to be a student in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18	The school has clear procedures for emergencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19	My child is able to learn at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20	There is a commitment to my child's success in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Level of importance...					...Level of satisfaction						
1. Not important at all	2. Not very important	3. No opinion	4. Important	5. Very important			1. Not satisfied at all	2. Not very satisfied	3. No opinion	4. Satisfied	5. Very satisfied
					21	Our family is made to feel welcome in this school.					
					22	My child can easily get involved in school activities.					
					23	Teachers provide timely feedback about the progress of my child in a subject. (e.g., report cards)					
					24	The French immersion improves my child's future job opportunities.					
					25	This school has a good reputation among French immersion schools.					
					26	My child's homework is clear and reasonable. (the number and hours spent on homework)					
					27	When my child asks questions of the teachers or principal, he/she is provided with helpful answers.					
					28	The quality of instruction that my child receives in her/his subjects is good.					
					29	This school shows concerns for my child as an individual.					
					30	There is a strong commitment to racial harmony in this school.					
					31	Student discipline is fair.					
					32	Teachers are available to my child after school hours to help.					
					33	There is a good number of subject choices for my child.					
					34	My child is able to express complaints or concerns.					
					35	The extra curricular activities are sufficient.					
					36	I am confident my child will be prepared for lots of job opportunities when she/he graduates.					
					37	I am confident my child will be successful academically in this school.					

Level of importance...					...Level of satisfaction						
1. Not important at all	2. Not very important	3. No opinion	4. Important	5. Very important			1. Not satisfied at all	2. Not very satisfied	3. No opinion	4. Satisfied	5. Very satisfied
					38	This school keeps me informed. (e.g., Websites, newsletters, etc.)					
					39	If needed, my child can readily access first aid in this school.					
					40	There is enough English language instruction for Grade 8.					
					41	Teachers use a variety of teaching techniques.					
					42	Teachers use French actively in all subjects. (except English)					
					43	There are people who talk with my child about the advantages and disadvantages of staying in the program.					
					44	My child is encouraged to remain in French immersion throughout high school.					



Each item below describes an expectation about your *child's experience* with this school.  
 On the right, indicate **how important you believe** it is as a *parent* that this school meets this expectation.  
 As you advised your child about which schools to attend, how important were each of the following factors?

		Level of importance...				
		1. Not important at all	2. Not very important	3. No opinion	4. Important	5. Very important
45	Academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	Size of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47	Opportunity to play sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48	Recommendation from family/friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	Proximity to our home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	School appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51	Personalized attention prior to enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	Future employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Summary Questions

Choose the one response that best applies to you for each of the following items:

53. So far, how has your child's school experience met your expectations?

- ☐ 1. Much worse than I expected
- ☐ 2. Worse than I expected
- ☐ 3. About what I expected
- ☐ 4. Better than I expected
- ☐ 5. Much better than I expected

54. Rate your overall satisfaction with your child's experience here thus far.

- ☐ 1. Not satisfied at all
- ☐ 2. Not very satisfied
- ☐ 3. No opinion
- ☐ 4. Satisfied
- ☐ 5. Very satisfied

55. All in all, if you had to do over again, would you want your child enroll here?

- ☐ 1. Definitely not
- ☐ 2. Probably not
- ☐ 3. I don't know
- ☐ 4. Probably yes
- ☐ 5. Definitely yes

## Appendix D

### Letter of Assent to Students for Questionnaire

I am a doctoral candidate in the Department of Educational Administration in the College of Education at the University of Saskatchewan. I am doing a study entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. The purpose of this study is to understand better the experiences of Grade 8 students, parents, teachers, and principals related to the French immersion programs practiced at their school. The findings of this research will be helpful information to educators when deciding to plan French immersion programming at elementary schools. This research project has been approved on ethical grounds by the University of Saskatchewan Research Ethics Board on March 4, 2016.

If you complete the survey, you will be entered into a draw for a **chance to win one of ten \$25 iTunes gift cards**. Please TYPE your email address before submitting the survey so that you can be included in the drawing for the gift card. **This email address will not be associated with your survey responses.**

From <NAME OF SCHOOL>, you are invited to participate in completion of an online survey. In order to participate in this study, you must give your permission by submitting this questionnaire after discussing it with your parents/guardian and after they have given consent.

Your participation in this study is optional and is not a requirement for any class. Your answers help to better understand your experiences and expectations related to different aspects

of the French immersion program in your school. There are no right or wrong answers because this is not a test. You have the right to withdraw your participation for any reason and at any time by closing your browser, or choose not to answer any questions you don't feel comfortable with. If you choose to do so, no one will be upset or angry, and choosing to do so will not result in any type of penalty.

The questionnaire will be administered by your teacher or the researcher during the class time. Completion of the survey should take 20 minutes. It is possible that you might feel uncomfortable answering some of the questions, but this is unlikely. If you do feel uncomfortable, you may ask to talk to a counsellor at your school, or to talk to an adult you trust about how the questions made you feel.

All information will be kept private, and not shared with the other children, your teachers, principal, or parents. You should not put your name on the questionnaire. Since the survey doesn't include your name, once it is submitted it cannot be removed.

The data from this study will be used in the completion of a doctoral dissertation. The data may also be published and presented at conferences. These data will be stored in a computer file in my supervisor's computer, Dr. David Burgess, for five years—after which they will be destroyed.

Though I believe the benefits of this research will prove to be widely received, participant schools and the school division may particularly benefit from this study through an examination of the results and implications of French immersion programming.

Thank you for your assistance with the study. If you are interested, an online copy of this dissertation will be available through the University of Saskatchewan ETD system. In addition,

the final reports will be shared with the school division to be available for all the participants that might be interested.

By completing and submitting this questionnaire, you are telling us that you agree to participate in this research and you are telling us **that you understand the above conditions of participation in this study.**

If you have any questions concerning the study, please feel free to contact me at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca) or call me at 306-966-7628. You may also contact my advisor, Dr. David Burgess, professor, head, and graduate chair of the Department of Educational Administration, at [david.burgess@usask.ca](mailto:david.burgess@usask.ca).

Thank you for giving this request your attention.

Yours in education,

Maryam Madani Larijani

Department of Educational Administration

University of Saskatchewan

## Appendix E

### Letter of Assent to Students for Focus Group Interviews

I am a doctoral candidate in the Department of Educational Administration in the College of Education at the University of Saskatchewan. I am doing a study entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. The purpose of this study is to understand better the experiences of Grade 8 students, parents, teachers, and principals related to the French immersion programs practiced at their school. The findings of this research will be helpful information to educators when deciding to plan French immersion programming at elementary schools. This research project has been approved on ethical grounds by the University of Saskatchewan Research Ethics Board on November 13, 2015.

From your school, you are invited to participate in focus group interviews following completion of the questionnaires. In order to participate in this study, you must give your permission by signing this Assent Form after discussing it with your parents/guardian and after they have given consent. If you agree to participate, the questions I will ask in the focus group interviews will be sent to you before your meeting with the researcher for interviews.

Your participation is voluntary and you can participate in only those discussions that you are comfortable with. You may withdraw from the research project for any reason, at any time without explanation or penalty of any sort. You may request the audio-recorder be turned off at any time. If you wish to withdraw, you may leave the focus group meeting at any time. However, stories or ideas that you have shared with the researcher and the group cannot be

removed from the research project since your stories and ideas will have helped other students who participated in telling their own stories or sharing their own ideas.

There are no known or anticipated risks to you by participating in this research. The researcher will keep the discussion private, but cannot guarantee that other students of the group will do so. Please respect the privacy of the other students of the group by not talking about the contents of this discussion outside the group, and be aware that others may not respect your confidentiality.

The data from this study will be used in the completion of a doctoral dissertation. The data may also be published and presented at conferences. These data will be stored in a computer file in my supervisor's computer, Dr. David Burgess, for five years—after which they will be destroyed.

Though I believe the benefits of this research will prove to be widely received, participant schools and the school divisions may particularly benefit from this study through an examination of the results and implications of French immersion programming.

After your interview, and prior to the data being included in the final report, you will be given the opportunity to review the transcript of your interview, and to add, alter, or delete information from the transcripts as you see fit.

Thank you for your assistance with the study. If you are interested, an online copy of this dissertation will be available through the University of Saskatchewan ETD system. In addition, the final reports will be shared with the school division to be available for all the participants that might be interested.

I am looking forward to your response to this request. If you are willing to participate, please complete the attached form and return it to me. You can scan and email it to me at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca). I will return a copy of your consent form to you.

If you have any questions concerning the study, please feel free to contact me at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca) or call me at 306-966-7628. You may also contact my advisor, Dr. David Burgess, professor, head, and graduate chair of the Department of Educational Administration, at [david.burgess@usask.ca](mailto:david.burgess@usask.ca).

Thank you for giving this request your attention.

Yours in education,

Maryam Madani Larijani

Department of Educational Administration

University of Saskatchewan

---

Please sign, detach, scan and email to Maryam Madani Larijani at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca).

I am willing to participate in the study entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. This research will be undertaken by Maryam Madani Larijani in the Department of Educational Administration at University of Saskatchewan as partial requirement for a Doctor of Philosophy Degree.

I have read and understood the description provided above. I have been provided with an opportunity to ask questions and my questions have been answered satisfactorily. I am providing consent for my participation in the study described above, and I understand that I may withdraw this consent at any time. A copy of this consent form has been given to me for my records.

Do you agree to take part in this study? Yes\_\_ No\_\_

Would you like the opportunity to review your transcripts? Yes\_\_ No\_\_

<STUDENT>, <NAME OF SCHOOL>

Date: \_\_\_\_\_



## Appendix F

### Letter of Consent to Teachers/Principals/Parents

I am a doctoral candidate in the Department of Educational Administration in the College of Education at the University of Saskatchewan. I am conducting a study entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. The purpose of this study is to explore the perceptions of Grade 8 stakeholders (students, parents, teachers, and principals) related to the intention and implementation of French immersion programs, and to provide a better understanding of their crucial role in the implementation and practice of second-language policies in schools.

From <NAME OF SCHOOL>, you have been invited to participate as a <TEACHER/PRINCIPAL/PARENT> who influences the implementation of French immersion programs in completion of a Likert-scale (five point) questionnaire.

This survey is designed to help us assess Grade 8 stakeholders' satisfaction rates with French immersion programming in their schools. This information will help to determine the important factors in Grade 8 stakeholders' decisions to stay or leave the program as they transition to the secondary level, and will also help in designing individual and focus group interviews to understand better their perceptions.

If you complete the survey, you will be entered into a draw for a **chance to win one of ten \$25 iTunes gift cards**. Please TYPE your email address before submitting the survey so that you can be included in the drawing for the gift card. **This email address will not be associated with your survey responses.**

Participation in this survey is voluntary, and you can decide not to participate at any time by closing your browser, or choose not to answer any questions you don't feel comfortable with. Survey responses will remain anonymous. Since the survey is anonymous, once your final responses have been submitted they cannot be removed.

There are no known or anticipated risks to you by participating in this research. This survey is hosted by Fluid Survey, a USA owned company, see the following for more information on [Fluid Survey Data Privacy in Canada](#). Completion of the survey should take 20 minutes.

The data from this study will be used in the completion of a doctoral dissertation. The data may also be published and presented at conferences. These data will be stored in a computer file in my supervisor's computer, Dr. David Burgess, for five years—after which they will be destroyed.

Though I believe the benefits of this research will prove to be widely received, participant schools and the school division may particularly benefit from this study through an examination of the results and implications of French immersion programming.

Thank you for your assistance with the study. If you are interested, an online copy of this dissertation will be available through the University of Saskatchewan ETD system. In addition, the final reports will be shared with the school division to be available for all the participants that might be interested.

By completing and submitting this questionnaire, **your free and informed consent is implied** and indicates that you understand the above conditions of participation in this study. This research project has been approved on ethical grounds by the University of Saskatchewan Research Ethics Board on March 4, 2016. Any questions regarding your rights as a participant

may be addressed to that committee through the Research Ethics Office [ethics.office@usask.ca](mailto:ethics.office@usask.ca) (306) 966-2975. Out of town participants may call toll free (888) 966-2975.

If you have any questions concerning the study, please feel free to contact me at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca) or call me at 306-966 76 28. You may also contact my advisor, Dr. David Burgess, professor, head, and graduate chair of the Department of Educational Administration, at [david.burgess@usask.ca](mailto:david.burgess@usask.ca).

Thank you for giving this request your attention.

Yours in education,

Maryam Madani Larijani

Department of Educational Administration

University of Saskatchewan

## Appendix G

### Letter of Consent to Teachers/Principals

I am a doctoral candidate in the Department of Educational Administration in the College of Education at the University of Saskatchewan. I am conducting a study entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. The purpose of this study is to explore the perceptions of Grade 8 stakeholders (students, parents, teachers, and principals) related to the intention and implementation of French immersion programs, and to provide a better understanding of their crucial role in the implementation and practice of second-language policies in schools. The study has been approved on ethical grounds by the University of Saskatchewan Behavioural Science Ethics Board on November 13, 2015. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office [ethics.office@usask.ca](mailto:ethics.office@usask.ca) (306) 966-2975. Out of town participants may call toll free (888) 966-2975.

From your school, you have been invited to participate as a <TEACHER/PRINCIPAL> who influences the implementation of French immersion programs in individual interviews following completion of the questionnaires. Similarly, Grade 8 students are themselves invited to participate in focus group interviews followed their completion of a similar survey. Should you agree to participate, the questions I will ask during the interview will be sent to you prior to your meeting with the researcher for interviews.

Your participation is voluntary and you can answer only those questions that you are comfortable with. You may withdraw from the research project for any reason, at any time

before the amalgamated analysis of data without explanation or penalty of any sort. You may request the audio-recorder be turned off at any time. Whether you choose to participate or not will have no effect on your position [e.g. employment, class standing, access to services] or how you will be treated. Should you wish to withdraw, all the collected data of your interview will be withdrawn and destroyed.

There are no known or anticipated risks to you by participating in this research. The researcher will undertake to safeguard the confidentiality of the interview and anonymity of responses using pseudonyms.

The data from this study will be used in the completion of a doctoral dissertation. The data may also be published and presented at conferences. These data will be stored in a computer file in my supervisor's computer, Dr. David Burgess, for five years—after which they will be destroyed.

Though I believe the benefits of this research will prove to be widely received, participant schools and the school division may particularly benefit from this study through an examination of the results and implications of French immersion programming.

After your interview, and prior to the data being included in the final report, you will be given the opportunity to review the transcript of your interview, and to add, alter, or delete information from the transcripts as you see fit. This is to ensure that the data reflects accurately what took place during the interviews and interactions between the researcher and the participants.

Thank you for your assistance with the study. If you are interested, an online copy of this dissertation will be available through the University of Saskatchewan ETD system. In addition,

the final reports will be shared with the school division to be available for all the participants that might be interested.

I am looking forward to your response to this request. If you are willing to participate, please complete the attached form and return it to me. You can scan and email it to me at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca). I will return a copy of your consent form to you. If you have any questions concerning the study, please feel free to contact me at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca) or call me at 306-966-7628. You may also contact my advisor, Dr. David Burgess, professor, head, and graduate chair of the Department of Educational Administration, at [david.burgess@usask.ca](mailto:david.burgess@usask.ca). Thank you for giving this request your attention.

Yours in education,

Maryam Madani Larijani

Department of Educational Administration

University of Saskatchewan

---

Please sign, detach, scan and email to Maryam Madani Larijani at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca).

I am willing to participate in the study entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. This research will be undertaken by Maryam Madani Larijani in the Department of Educational Administration at University of Saskatchewan as partial requirement for a Doctor of Philosophy Degree.

I have read and understood the description provided above. I have been provided with an opportunity to ask questions and my questions have been answered satisfactorily. I am providing consent for my participation in the study described above, and I understand that I may withdraw this consent at any time. A copy of this consent form has been given to me for my records.

Would you like the opportunity to review your transcripts? Yes\_\_ No\_\_

\_\_\_\_\_  
<TEACHER/PRINCIPAL>, <NAME OF SCHOOL>

Date: \_\_\_\_\_

## Appendix H

### Letter of Consent from Parents/Guardians

Your child is invited to participate in a research project entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. Please read this form carefully, and feel free to ask questions you might have.

I am a doctoral candidate in the Department of Educational Administration in the College of Education at the University of Saskatchewan. I am conducting a study entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. The purpose of this study is to explore the perceptions of Grade 8 stakeholders (students, parents, teachers, and principals) related to the intention and implementation of French immersion programs, and to provide a better understanding of their crucial role in the implementation and practice of second-language policies in schools.

I will ask your child to participate and complete an online Likert-scale (five point) questionnaire. The questionnaire will be administered by the teacher or the researcher during the class time at school. Your child's participation is voluntary. It is up to you and your child to decide whether or not you wish to take part. If you and your child wish to participate, you will be asked to sign this form, and your child will sign separate assent forms with regards to his/her participation in questionnaire and focus group interviews. If you decide that your child takes part in this study, he/she has the right to refuse to answer any question, should he/she feel it uncomfortable doing so. For survey participation, your child can decide not to participate at any time by closing his/her browser. There will be no penalty or loss of benefits if your child



chooses to withdraw. Survey responses will remain anonymous. Since the survey is anonymous, once your child's final responses have been submitted they cannot be removed.

If your child completes the survey, she/he will be entered into a draw for a  
**chance to win one of ten \$25 iTunes gift cards.**

If your child chooses to participate in this study, there might be a minimal risk of emotional and psychological discomfort with regards to personal questions such as “I feel I am liked and accepted” in the questionnaire. If so, the school provides general counselling services that your child may find of assistance. This survey is hosted by Fluid Survey, a USA owned company, see the following for more information on [Fluid Survey Data Privacy in Canada](#). Completion of the survey should take 20 minutes.

Your child is also invited to participate in focus group interviews following his/her completion of the questionnaires. Similarly, the principal, Grade 8 teachers, and parents of Grade 8 students are invited to participate in individual and focus group interviews following their completion of a similar survey. Should you agree that your child participate, the questions I will ask in the focus group will be sent to you and your child prior to his/her meeting with the researcher for these interviews. Your child may request the audio-recorder be turned off at any time. Should your child wish to withdraw, he/she may leave the focus group meeting at any time. However, data that has already been collected cannot be withdrawn as it forms part of the context for information provided by other participants.

All information will be kept confidential. Names of participants, their respective schools or school division will not be divulged. Confidentiality and anonymity will be ensured, as far as possible, through the use of pseudonyms in reference to the participants and school divisions

involved in this study. The researcher will undertake to safeguard the confidentiality of the discussion in focus group interviews, but cannot guarantee that other members of the group will do so.

The data from this study will be used in the completion of a doctoral dissertation. The data may also be published and presented at conferences. These data will be stored in a computer file in my supervisor's computer, Dr. David Burgess, for five years—after which they will be destroyed.

Though I believe the benefits of this research will prove to be widely received, participant schools and the school division may particularly benefit from this study through an examination of the results and implications of French immersion programming.

After the interview, and prior to the data being included in the final report, your child will be given the opportunity to review the transcript of his/her interview, and to add, alter, or delete information from the transcripts as he/she sees fit. This is to ensure that the data reflects accurately what took place during the interviews and interactions between the researcher and the participants.

Thank you for your assistance with the study. If you or your child is interested, an online copy of this dissertation will be available through the University of Saskatchewan ETD system. In addition, the final reports will be shared with the school division to be available for all the participants that might be interested.

I am looking forward to your response to this request. If you are willing that your child participates, please complete the attached form and return it to me. You can scan and email it to me at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca). I will return a copy of your consent form to you.

The study has been approved on ethical grounds by the University of Saskatchewan Behavioural Science Ethics Board on March 4, 2016. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office [ethics.office@usask.ca](mailto:ethics.office@usask.ca) (306) 966-2975. Out of town participants may call toll free (888) 966-2975. If you have any questions concerning the study, please feel free to contact me at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca) or call me at 306-966-7628. You may also contact my advisor, Dr. David Burgess, professor, head, and graduate chair of the Department of Educational Administration, at [david.burgess@usask.ca](mailto:david.burgess@usask.ca).

Thank you for giving this request your attention.

Yours in education,

Maryam Madani Larijani

Department of Educational Administration

University of Saskatchewan

---

Please sign, detach, scan and email to Maryam Madani Larijani at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca).

I am willing to allow my child to participate in the study entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. This research will be undertaken by Maryam Madani Larijani in the Department of Educational Administration at University of Saskatchewan as partial requirement for a Doctor of Philosophy Degree.

I have read and understood the description provided above. I have been provided with an opportunity to ask questions and my questions have been answered satisfactorily. I am providing consent for my child participation in the study described above, and I understand that I may withdraw this consent at any time. A copy of this consent form has been given to me for my records.

My child may take part in the questionnaire: Yes\_\_\_ No\_\_\_

My child may take part in the focus group: Yes\_\_\_ No\_\_\_

---

Name of your Child..... School

Name of Parent,.....

Date:

---

## Appendix I

### Letter of Consent to Parents/Guardians

I am a doctoral candidate in the Department of Educational Administration in the College of Education at the University of Saskatchewan. I am conducting a study entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. The purpose of this study is to explore the perceptions of Grade 8 stakeholders (students, parents, teachers, and principals) related to the intention and implementation of French immersion programs, and to provide a better understanding of their crucial role in the implementation and practice of second-language policies in schools. The study has been approved on ethical grounds by the University of Saskatchewan Behavioural Science Ethics Board on March 4, 2016. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office [ethics.office@usask.ca](mailto:ethics.office@usask.ca) (306) 966-2975. Out of town participants may call toll free (888) 966-2975.

From your school, you have been invited to participate as a <PARENT/GUARDIAN> who influences the implementation of French immersion programs in individual interviews following completion of the questionnaires. Similarly, Grade 8 students are themselves invited to participate in focus group interviews, as teachers and principals are invited to participate in individual interviews followed their completion of a similar survey. Should you agree to participate, the questions I will ask during the interview will be sent to you prior to your meeting with the researcher for interviews.

Your participation is voluntary and you can answer only those questions that you are comfortable with. You may withdraw from the research project for any reason, at any time

without explanation or penalty of any sort. Your right to withdraw data from the study will apply until data has been summarized. After this it may not be possible to withdraw your data.

You may request the audio-recorder be turned off at any time.

There are no known or anticipated risks to you by participating in this research. The researcher will undertake to safeguard the confidentiality of the interview and anonymity of responses using pseudonyms.

The data from this study will be used in the completion of a doctoral dissertation. The data may also be published and presented at conferences. These data will be stored in a computer file in my supervisor's computer, Dr. David Burgess, for five years—after which they will be destroyed.

Though I believe the benefits of this research will prove to be widely received, participant schools and the school divisions may particularly benefit from this study through an examination of the results and implications of French immersion programming.

After your interview, and prior to the data being included in the final report, you will be given the opportunity to review the transcript of your interview, and to add, alter, or delete information from the transcripts as you see fit. This is to ensure that the data reflects accurately what took place during the interviews and interactions between the researcher and the participants.

Thank you for your assistance with the study. If you are interested, an online copy of this dissertation will be available through the University of Saskatchewan ETD system. In addition, the final reports will be shared with the school division to be available for all the participants that might be interested.

I am looking forward to your response to this request. If you are willing to participate, please complete the attached form and return it to me. You can scan and email it to me at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca). I will return a copy of your consent form to you.

If you have any questions concerning the study, please feel free to contact me at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca) or call me at 306-966-7628. You may also contact my advisor, Dr. David Burgess, professor, head, and graduate chair of the Department of Educational Administration, at [david.burgess@usask.ca](mailto:david.burgess@usask.ca).

Thank you for giving this request your attention.

Yours in education,

Maryam Madani Larijani

Department of Educational Administration

University of Saskatchewan

---

Please sign, detach, scan and email to Maryam Madani Larijani at [maryam.madani@usask.ca](mailto:maryam.madani@usask.ca).

I am willing to participate in the study entitled: *A MIXED-METHODS POLICY ANALYSIS OF GRADE 8 STAKEHOLDERS' PERCEPTIONS PERTAINING TO THE INTENTION AND IMPLEMENTATION OF FRENCH IMMERSION PROGRAMMING*. This research will be undertaken by Maryam Madani Larijani in the Department of Educational Administration at University of Saskatchewan as partial requirement for a Doctor of Philosophy Degree.

I have read and understood the description provided above. I have been provided with an opportunity to ask questions and my questions have been answered satisfactorily. I am providing consent for my participation in the study described above, and I understand that I may withdraw this consent at any time. A copy of this consent form has been given to me for my records.

Would you like the opportunity to review your transcripts? Yes\_\_ No\_\_

<PARENT>, <NAME OF SCHOOL>

Date: \_\_\_\_\_



## Appendix J

### Transcript Release Form

The participants will be provided with an opportunity to review any written and transcribed transcripts. This is to ensure that the data reflects accurately what took place during the interviews and interactions between the researcher and the participants. Each participant will receive an affidavit as described below to affirm their understanding of the data/transcript release protocol:

I, \_\_\_\_\_, have reviewed the complete transcripts of my personal interview in this study, and have been provided with the opportunity to add, alter, and delete information from the transcript as appropriate. I acknowledge that the transcript accurately reflects what I said in my personal interview with Maryam Madani Larijani. I hereby authorize the release of the transcript to Maryam Madani Larijani to be used in the manner described in the Consent Form. I have received a copy of this Data/Transcript Release Form for my own records.

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Date

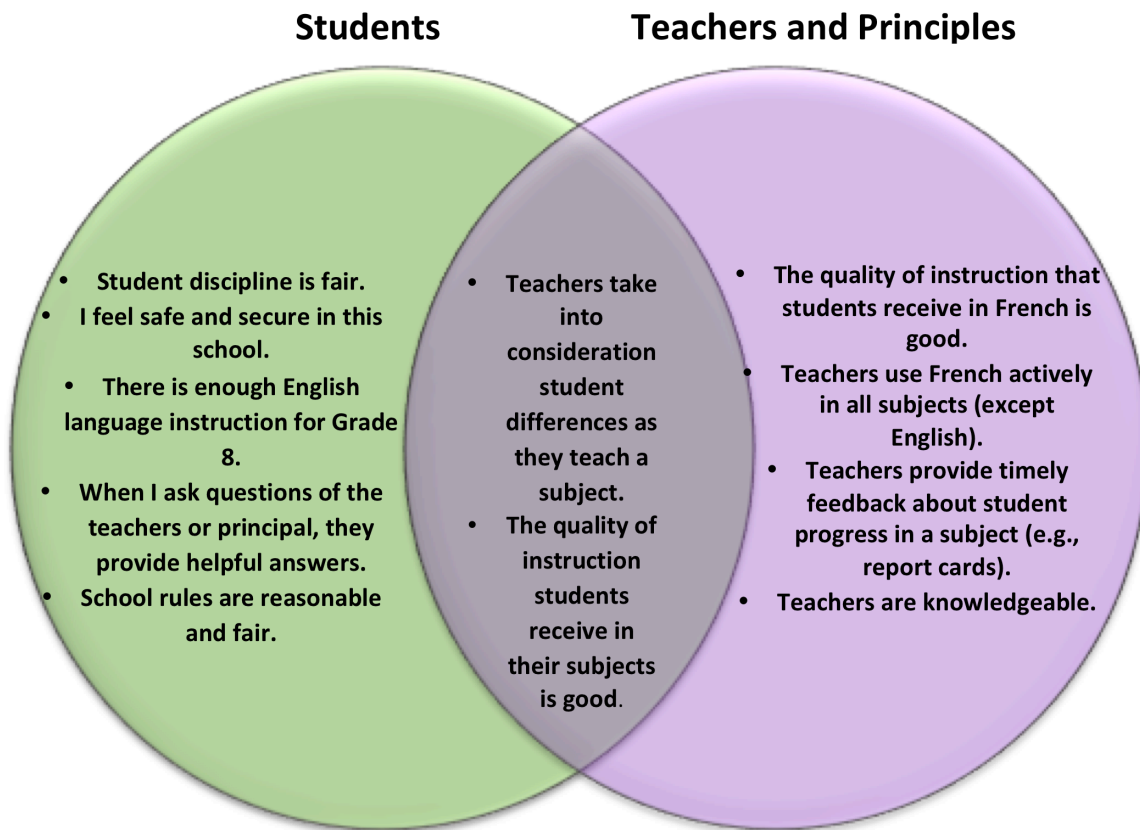
\_\_\_\_\_  
Signature of Participant

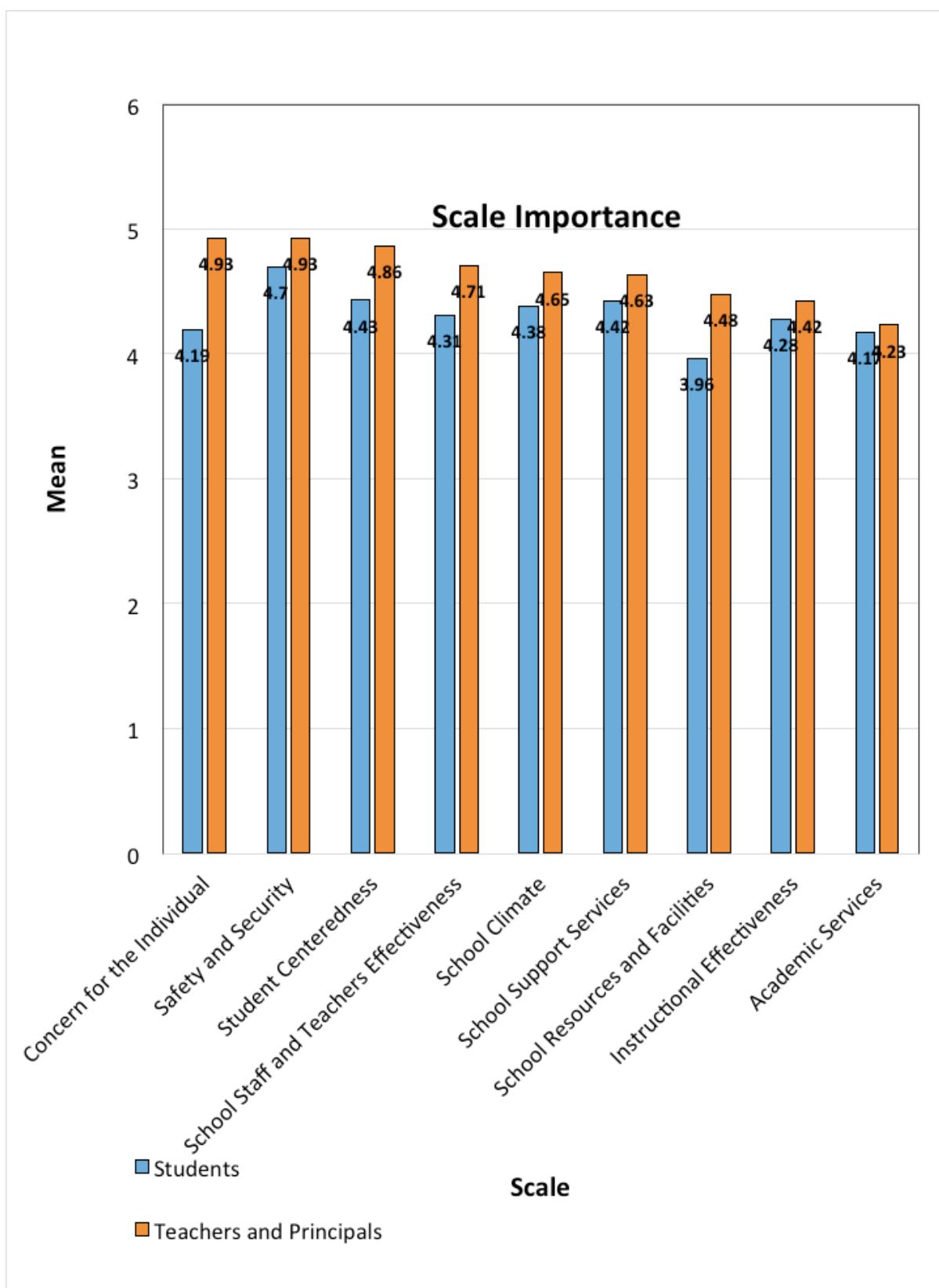
\_\_\_\_\_  
Signature of Researcher

## Appendix K

### Figures and Interview Questions for Principals and Teachers

## Areas for Consideration





## Item Report

The items scores reflect your responses to individual items on the survey.

## Areas for Consideration

Areas for consideration are items with higher importance and lower satisfaction or larger performance gap.

Similarly to previous studies using these scales, these are specifically identified as items above the mid-point in importance (top half) and in the lower quartile (25 percent) of your satisfaction scores or items above the mid-point in importance (top half) and in the top quartile (25 percent) of your performance gap scores. The areas for consideration are listed in descending order of importance.

## Scale Report

The items on each of the surveys have been analyzed statistically and conceptually to produce scale scores. All the survey items are categorized under 9 different scales. These scales provide the big picture overview of what matters to your students. The scales are listed in descending order of importance.

Typically categories comprising *Safety and Security*, *Students Centeredness*, and *School Support Services* matter most to students.

However, scales such as *Concern for the individual*, *Safety and Security*, and *Student Centeredness* matter most to teachers and principals.

For parents, categories including *Safety and Security*, *Instructional Effectiveness*, and *School Support Services* are the most important.

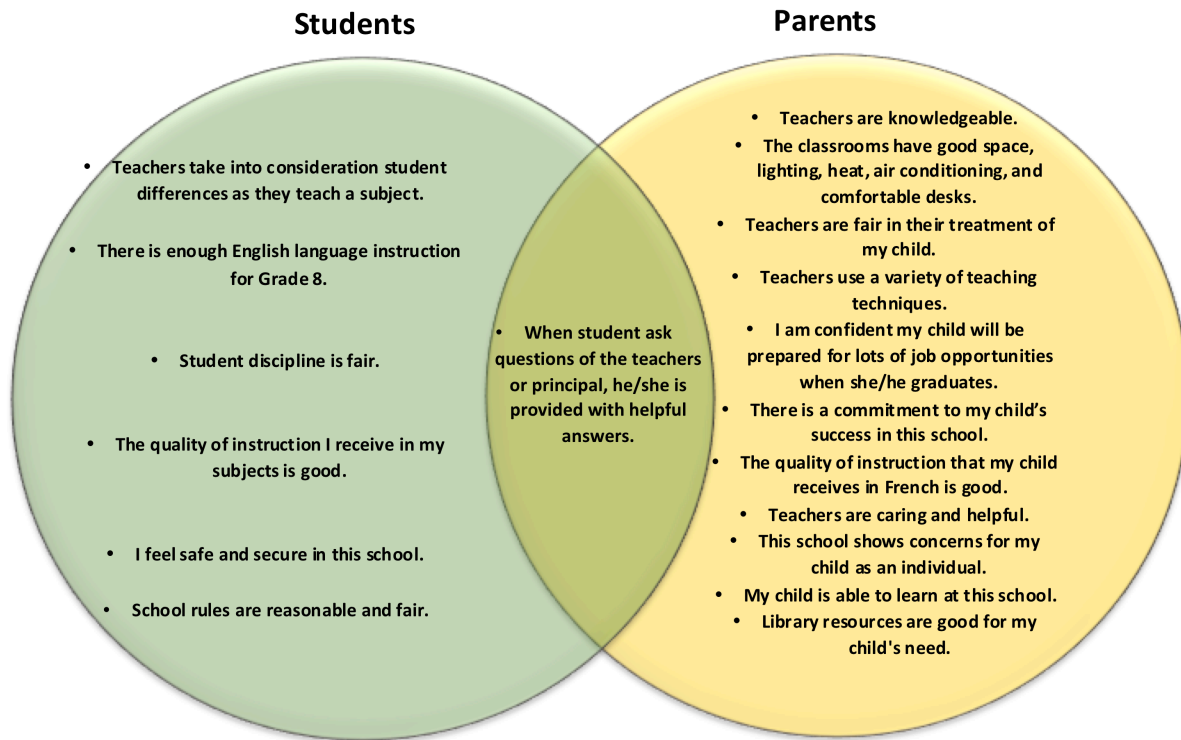
### **Individual Interviews with Principals and Teachers**

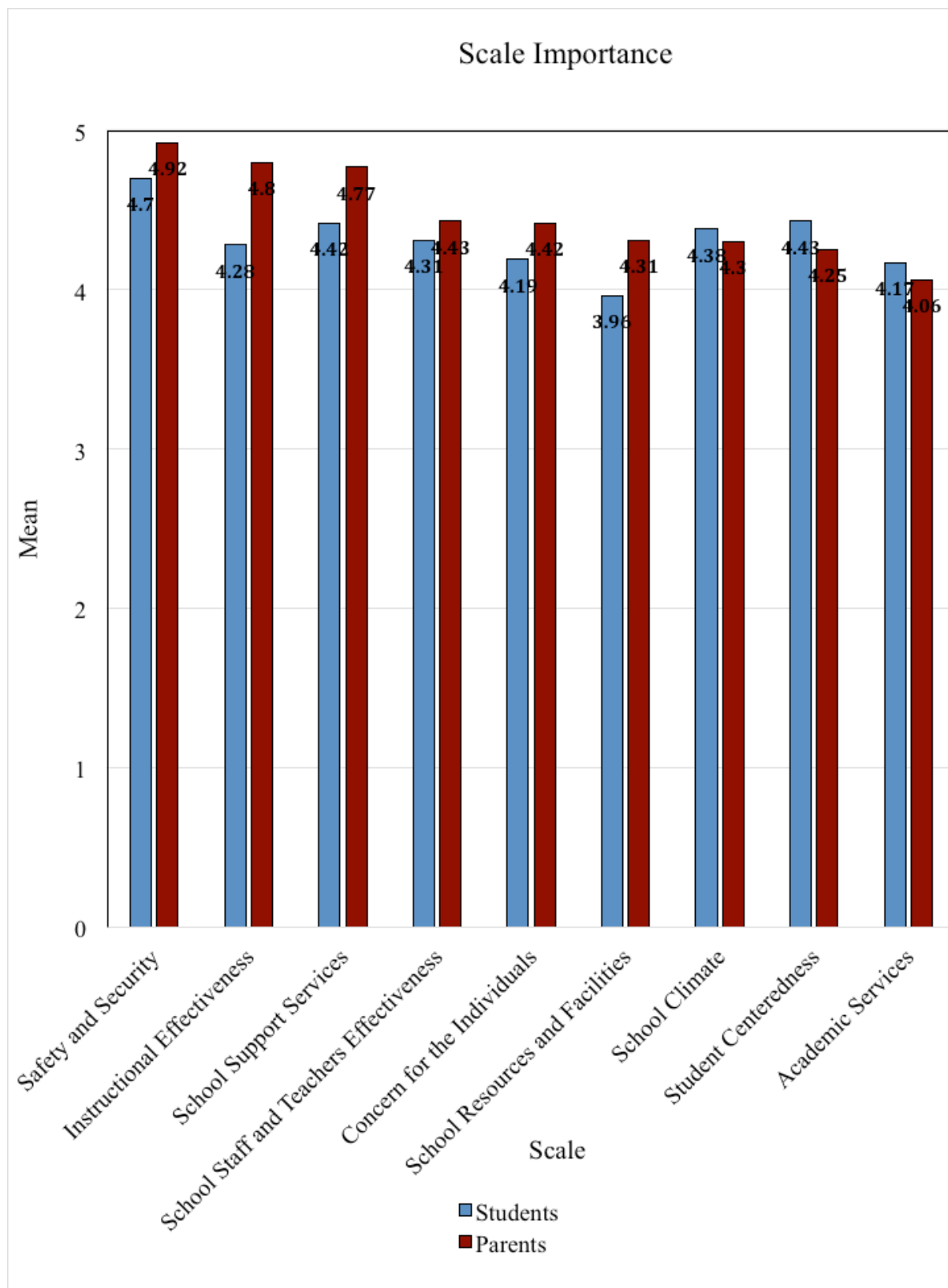
1. Based on the result from students' surveys and your own surveys presented to you ahead of the interview and discussed with you during, what is your understanding of the presented data?
2. Are you surprised to see these results or are they strange to you?
3. If they are not strange, could you help me to understand better the results? (What is the central message?)
4. What can be done to improve student experience of French immersion programming in the areas considered?
5. Are there any long-term planning, quick actions, or strategic adjustments regarding these areas of consideration in your school?

## Appendix L

### Figures and Questions for Interviews with Parents

#### Areas for Consideration





## Item Report

The items scores reflect your responses to individual items on the survey.

## Areas for Consideration

Areas for consideration are items with higher importance and lower satisfaction or larger performance gap.

Similarly to previous studies using these scales, these are specifically identified as items above the mid-point in importance (top half) and in the lower quartile (25 percent) of your satisfaction scores or items above the mid-point in importance (top half) and in the top quartile (25 percent) of your performance gap scores. The areas for consideration are listed in descending order of importance.

## Scale Report

The items on each of the surveys have been analyzed statistically and conceptually to produce scale scores. All the survey items are categorized under 9 different scales. These scales provide the big picture overview of what matters to your students. The scales are listed in descending order of importance.

Typically categories comprising *Safety and Security*, *Students Centeredness*, and *School Support Services* matter most to students.

However, scales such as *Concern for the individual*, *Safety and Security*, and *Student Centeredness* matter most to teachers and principals.

For parents, categories including *Safety and Security*, *Instructional Effectiveness*, and *School Support Services* are the most important



### **Individual Interviews with Parents**

1. Based on the result from your children surveys and your own surveys presented to you a head of the interview and discussed with you during, what is your understanding of the presented data?
2. Are you surprised to see these results or are they strange to you?
3. If they are not strange, could you help me to understand better the results? (What is the central message?)
4. What advice would you provide from the perspective of a parent of a grade 8 student to the school, its teachers, or its principals to improve the situation?

## Appendix M

### Questions for Interview with Students

1. Based on the survey result, in the “item [6.0] **I feel safe and secure in this school.**”, it seems to be that your expectations have not been met, what is the situation?

1(a). What has been specifically experienced? (Can you tell me a story about this situation?)

1(b). What do you suggest to improve the situation? (Can you tell me about the solution or a way to make things better in situation like this?)

2. Based on the survey result, in the “item [39.0] **The quality of instruction I receive in my subjects is good.**”, it seems to be that your expectations have not been met, what is the situation?

2(a). What has been specifically experienced? (Can you tell me a story about this situation?)

2(b). What do you suggest to improve the situation? (Can you tell me about the solution or a way to make things better in situation like this?)

3. Based on the survey result, in the “item [41.0] **Student discipline is fair.**”, it seems to be that your expectations have not been met, what is the situation?

3(a). What has been specifically experienced? (Can you tell me a story about this situation?)

3(b). What do you suggest to improve the situation? (Can you tell me about the solution or a way to make things better in situation like this?)

4. Based on the survey result, in the “item [46.0] **There is enough English language instruction for Grade 8.**”, it seems to be that your expectations have not been met, what is the situation?

4(a). What has been specifically experienced? (Can you tell me a story about this situation?)

4(b). What do you suggest to improve the situation? (Can you tell me about the solution or a way to make things better in situation like this?)

5. Based on the survey result, in the “item [38.0] **When I ask questions of the teachers or principal, they provide helpful answers.**”, it seems to be that your expectations have not been met, what is the situation?

5(a). What has been specifically experienced? (Can you tell me a story about this situation?)

5(b). What do you suggest to improve the situation? (Can you tell me about the solution or a way to make things better in situation like this?)

6. Based on the survey result, in the “item [36.0] **Teachers take into consideration student differences as they teach a subject.**”, it seems to be that your expectations have not been met, what is the situation?

6(a). What has been specifically experienced? (Can you tell me a story about this situation?)

6(b). What do you suggest to improve the situation? (Can you tell me about the solution or a way to make things better in situation like this?)

7. Based on the survey result, in the “item [27.0] **School rules are reasonable and fair.**”, it seems to be that your expectations have not been met, what is the situation?

7(a). What has been specifically experienced? (Can you tell me a story about this situation?)

7(b). What do you suggest to improve the situation? (Can you tell me about the solution or a way to make things better in situation like this?)